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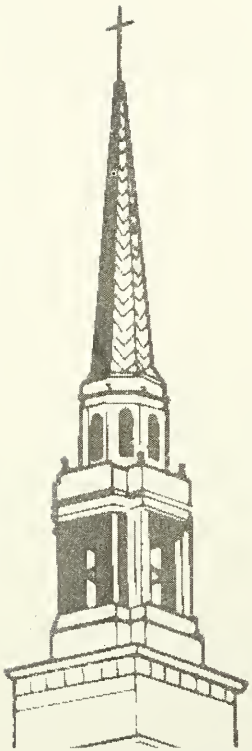

Milligan College

2001–2002 Catalog

Milligan College
Milligan College, Tennessee 37682
(423) 461-8700

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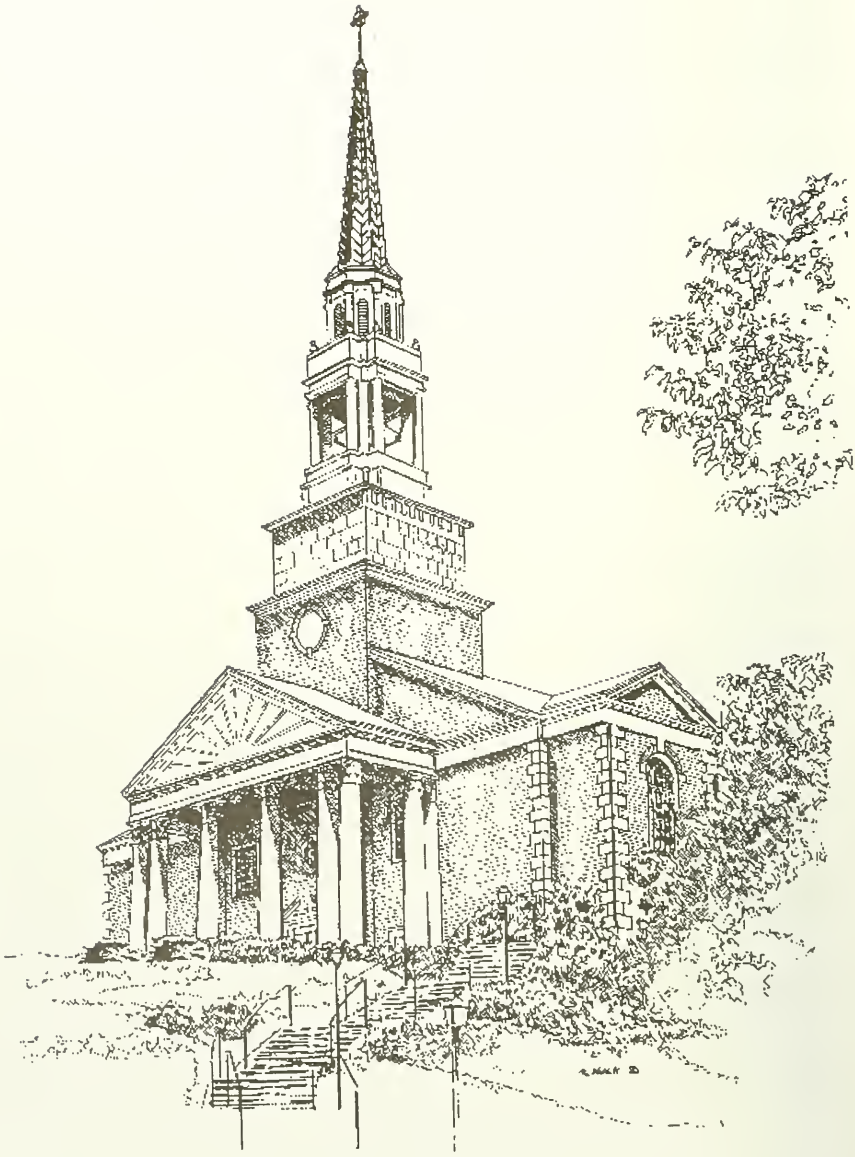

NATURE OF THE COLLEGE

HERITAGE

Milligan College, located in Northeast Tennessee in the territory that was once the lost state of Franklin, lies in an area rich in history and tradition.

At Sycamore Shoals, near the campus, the Watauga Association adopted a constitution providing for self-government, prior to the Declaration of Independence. A few miles from the College, American troops assembled for the famed march to the Battle of King's Mountain, which proved to be the turning point in the American Revolution. Toward the west are the homes of General John Sevier and Colonel John Tipton, early heroes of the Volunteer State. Rocky Mount, the original capital of the Southwest Territory, is some ten miles north of the campus. Jonesborough, the first capital of Tennessee, is some ten miles west of the campus. The homes and land of two of Tennessee's great governors, Robert and Alfred Taylor, are adjacent to the campus.

In the third decade of the nineteenth century, freedom-loving people introduced the Restoration principle into the religious life of the area. Milligan College owes its beginnings to the school conducted in the old Buffalo Church, which is now the Hopwood Memorial Church.

On December 10, 1866, Buffalo Male and Female Institute, under the leadership of Wilson G. Barker, was chartered by the State of Tennessee. A building was constructed, and instruction was begun the next year. In 1875 the leadership of this academy was transferred to Josephus Hopwood, a native of Kentucky.

In 1881 he laid the cornerstone for an expanded building. At the same time he announced both the elevation of the Institute to collegiate rank and the new name, Milligan College. This name was chosen to honor Professor Robert Milligan of Kentucky University (Transylvania), whom President Hopwood regarded as the embodiment of Christian scholarship and Christian gentility.

President Hopwood sought to establish a four-fold program in the College. He looked to the physical sciences as the source of the conquest of the earth. He regarded history, philosophy, and the social studies as the source of human self-knowledge and self-government. He thought of professional and vocational education as a means of sustaining a free social order and of reducing scientific knowledge to the service of humanity in material civilization. He accepted a knowledge of revelation and the possession of Christian faith as the necessary

controls through which one could establish and maintain a culture in blending the first three. To this end he adopted the motto, "Christian Education—the Hope of the World."

President Hopwood continued in the presidency until 1903 when he left Milligan to found a college in Virginia. Dr. Henry Garrett, a member of the faculty, was elevated to the presidency.

Upon President Garrett's resignation in 1908, Dr. Frederick D. Kershner, president of the American University, Harriman, Tennessee, was elected to the presidency. Dr. Kershner was a brilliant young scholar and was soon to be in demand by a larger institution. In 1911 he left Milligan to assume the presidency of Texas Christian University.

From 1911 to 1915 the College was under the leadership of three different men: Tyler E. Utterback, Errett W. McDiarmid, and James T. McKissick.

In 1915 Dr. Hopwood, who had completed the founding of the colleges in Virginia and Georgia since leaving Milligan in 1903, returned for a two-year interim presidency.

In 1917 Henry J. Derthick was inaugurated as the eighth president of Milligan. During this period Milligan College, with the support of many patrons living a considerable distance from the campus, served many young people from the Southern Highlands. The campus was expanded to some sixty acres, and the facilities of the College were increased. The Administration Building was rebuilt after a fire, Pardee Hall was built as a residence hall for men, Cheek Activity Building was constructed for recreational purposes, and a number of smaller buildings were added. Dr. Derthick succeeded in bringing the College through the period of World War I and the Great Depression, preserving the academic integrity and quality of the College.

Dean Charles E. Burns succeeded to the presidency in 1940, just prior to the American entrance into the Second World War. In the crisis of that period, Milligan offered its entire facilities to the United States Government. From July of 1943 to the spring of 1945 a Navy V-12 program was conducted. Milligan was the only college in the United States given over completely to a Navy program.

The civilian work of the College was resumed under the presidency of Virgil Elliott in 1945. Two major problems confronted the College at this time. The breaking of ties with alumni and friends during the Second World War proved to

be a serious handicap. No less difficult was the task of assisting a large number of ex-GI's to effect a transition from military to civilian life.

Dr. Dean E. Walker came to the presidency in January 1950 from a twenty-five year professorship at the Butler University School of Religion. Recognizing the need of the small college to play an increasingly large part in the educational program of the country, the College adopted a long-range development program. Students were enlisted from a larger area, encompassing most of the States and several foreign countries. A financial program was undertaken to stabilize the College, the endowment was increased, and existing buildings were renovated and newly furnished. New patrons were sought for the College, the curriculum was expanded, and higher faculty standards were established.

During Dr. Walker's administration the campus was expanded to more than 135 acres of land. New buildings included the Student Union Building, Sutton Hall, Webb Hall, the P.H. Welshimer Memorial Library, the Seeger Memorial Chapel, and Hart Hall.

On November 1, 1960 Milligan received the Quality Improvement Award administered by the Association of American Colleges for the United States Steel Foundation. On December 1, 1960, Milligan College was admitted into membership in the Southern Association of Colleges and Schools.

In June 1968 Dr. Jess W. Johnson, having served in the capacity of Executive Vice-President for two years, was elevated to the presidency of the College on the retirement of President Dean E. Walker, who became the Chancellor. The campus continued to develop under Dr. Johnson's leadership. The Faculty Office Building was built in 1969, and the Science Building was dedicated in May 1972. In November 1976 the Steve Lacy Fieldhouse was completed.

On January 1, 1982, Marshall J. Leggett, the first alumnus to be chosen for the position, became the thirteenth president of the College. During his tenure as president, the McMahan Student Center was built; the old student union building was remodeled and became the Paxson Communication Center. The upper level of Hardin Hall was renovated to house the Arnold Nursing Science Center. Pardee Hall was demolished and Quillen, Kegley, and Williams Halls were built. During Dr. Leggett's tenure, enrollment increased 31%. Dr. Leggett retired on June 30, 1997, and became Chancellor.

Donald R. Jeanes, a Milligan alumnus, became the fourteenth president on July 1, 1997. Under his leadership, the College has continued its momentum. The master's program in occupational therapy enrolled its first class in August, 1998. To accommodate this program addition, the lower level of Hardin Hall was

renovated and The McGlothlin-Street Occupational Therapy Center was dedicated on October 22, 1998. The Occupational Therapy Program received professional accreditation in 2000. Two soccer fields were built, and the soccer program was expanded.

Derthick Hall is currently undergoing major renovation. The exterior of the Baker Faculty Office Center was renovated in 2001, and the Paul Clark Teacher Education Center was added to the Baker Faculty Office Center.

Throughout its history Milligan College has maintained an active relationship to a religious movement committed to the restoration of New Testament Christianity. The Christian people participating in this movement consistently disclaim denominational status, and the faculty and trustees of the College maintain an intelligent awareness of a commitment to this position. The members of Milligan College feel that such a nondenominational position permits them to examine all aspects of life, secular and religious, in the light of the New Testament, unrestricted by human tradition. In this view of Christian faith, all vocations, avocations, and associations permitting the exercise of fellowship under the Lordship of Christ are expressions of good citizenship under God, in state, in church, and in society. In the Milligan College tradition students are confronted with a synthesis of learning. The College regards this synthesis of learning as essential to the understanding of and personal responsibility in the various relationships in life for the stewardship of which all must give account before God and humanity.

CHARACTER OF THE COLLEGE

The Milligan College tradition is expressed in the motto "Christian Education—the Hope of the World." The curriculum includes a study of the Holy Scriptures as a requirement for the bachelor's degree. This requirement derives from the belief that God is revealed in His only begotten Son, Jesus, the Christ. This belief gives meaning to human life and is the only force of sufficient moral strength to create educational ideals of the highest order and to inspire the integrity to achieve them.

Milligan College has been coeducational from the beginning of its history. This policy rests upon the conviction that the problems of the entire social order are better solved when men and women share alike in basic knowledge.

It is a distinguishing characteristic of Milligan College that each course is taught with an awareness of how it fits into a biblical worldview. Such teaching is assured by the selection of a faculty in cordial sympathy with this view. A primary objective is to include Christian understanding and practice in the total of life's attitudes and activities.

It is a further significant characteristic that Milligan College believes this objective obtainable through the presentation of the data of Christianity in its original form, the New Testament. Accordingly, no denominational or creedal tests are imposed upon any student in admission to membership in Milligan College or in the attainment of any of its honors, awards, or degrees.

The liberal arts are defined in Milligan College as those studies and disciplines through which the human spirit is freed and further endowed with moral power. The study of these arts is thus essential to the attainment and maintenance of a civilization of free people. Only those individuals who recognize the dignity and sanctity of human life can hold the concept of freedom. The possessor of that life, however, can enjoy the highest potential only through the disciplines of sound learning. This learning gives direction and meaning to life through time into eternity. A personality so equipped is the master of skills and facts, is never dominated by them, and uses them for the service of humanity and of God.

Thus, the purpose of liberal education is the development of persons to whom may safely be entrusted the vast scientific and technical knowledge and skill developed by research. Such a program includes more than the pursuit of "secular" studies in a "Christian atmosphere." It contemplates the inter-penetration of the three great bodies of learning: the realm of nature, the realm of humanity, and the realm of divinity. The practical application of the resultant synthesis in both vocational and leisure activities characterizes the life of a truly educated person.

Another characteristic of Milligan College is the sense of obligation assumed by the faculty. Applicants for admission to membership in Milligan College are considered in the light of this searching question: "What can we do for this student?" Therefore, with regard to each applicant who possesses adequate secondary education and expresses an acceptance of the approach described above, the College addresses itself to this question: "Has Milligan College sufficient facilities and understanding to realize the end product envisioned?"

Membership in Milligan College consists of those who sustain a relationship in one of the following categories: the Board of Trustees, the Board of Advisors, the Administration, the Faculty, the Student Body, and the Alumni. This membership is a privilege conferred by the Institution and involves reciprocal responsibilities and concerns. The College at its discretion through established channels extends admission to membership in any one of the divisions.

Admission to membership in Milligan College carries with it a pledge of responsibility by students that they will subject themselves to the rigorous

discipline of the above program. Men and women who choose to decline this responsibility forfeit the privilege of membership in the College.

MISSION STATEMENT

Milligan College provides opportunities for education in Bible, arts and sciences, and selected professional fields. These opportunities are shaped by a Christian world view in order to (1) create an environment dedicated to intellectual, spiritual, social, and physical development, (2) lead to selected professional and career possibilities, and (3) establish a community of inquiry, responsibility, and caring. Programs lead to undergraduate or graduate degrees, as well as provide for personal enrichment; they prepare men and women to participate in the necessary endeavors, which will result in the accomplishment of the following objectives:

A Positive, Personal Christian Faith That Jesus is Lord and Savior

The expression "Jesus is Lord and Savior" is to be understood in its historical, biblical significance. Jesus, the Man of Nazareth, is God's Son, therefore, both Savior and Lord of Life. The attainment of positive, personal Christian faith means the commitment of one's life to this Jesus.

A Commitment to Follow the Teachings of the Christian Scripture in One's Personal and Social Ethics

This commitment involves a recognition of the norms of human conduct that derive their sanction from the Christian faith.

The Capacity to Recognize and Assume Responsibility in Society

The main functions of education are to arouse within the individual an awareness of indebtedness to one's fellow human beings, to foster in each a desire to assume personal responsibility, and to prepare the individual to fulfill his or her obligation to society.

The Knowledge, Meaning, and Application of Sound Scholarship

The student is led to develop a respect and enthusiasm for sound scholarship and to seek it with diligence and perseverance.

Preparation for Securing an Enriched Quality of Life for Self and Family

Courses of study and campus life are designed to develop the quality of aesthetic appreciation, to provide a background in the liberal arts, and to

lead to the selection of a field of interest which will provide opportunities for a fulfilling life.

Participation in the Activities of a Healthy Lifestyle

This may be accomplished through intramural and intercollegiate sports, residence hall living, campus fellowship, and other student activities.

GOALS

In endeavoring to achieve its Mission, Milligan College sets forth the following goals:

Students will express the importance of their faith and the impact of Christian Scriptures in activities such as the following: written and oral discussions, participation in communities of faith, involvement in Bible studies, and faith-inspired service.

Students will demonstrate social responsibility in numerous ways, such as serving in churches, on the mission field (domestic and foreign), and with social agencies; mentoring, nurturing, and protecting others; and displaying increased understanding of and experience with other cultures.

Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major fields of study.

Students will gain an enriched quality of life through awareness of health issues, appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

Students will participate in the activities of a healthy lifestyle such as intramurals, intercollegiate sports, musical and theatrical groups, student clubs, student government, and other campus-sponsored extracurricular endeavors, in preparation for life-long participation in similar activities.

Students, faculty, staff, and administration will create a responsible and caring community by giving attention to the needs and concerns of one another.

PAN-ETHNICITY

Milligan College views God's pattern of pan-ethnicity as an imperative for all components of the institution in all phases of its operations and therefore as our vision of the community we seek to become. By pan-ethnicity we mean the recognition of the contributions and worth of all nations, tribes, peoples, and languages. Pan-ethnicity involves the College in an ongoing exploration and pursuit of ways of encouraging such an attitude of community in its student body, faculty, administration, staff, and Boards of Trustees and Advisors.

ACCREDITATION AND MEMBERSHIPS

Milligan College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award bachelor's and master's degrees.

In addition, the College is accredited by the following accrediting agencies:

Accreditation Council for Occupational Therapy Education, a Division of the American Occupational Therapy Association
National Council for the Accreditation of Teacher Education

The College holds membership in the following professional organizations:

American Association of Collegiate Registrars and Admissions Officers
American Association of Colleges of Teacher Education
American Association of Independent Liberal Arts Colleges of Teacher Education
Appalachian Athletic Conference
Appalachian College Association
Council for Christian Colleges and Universities
College Placement Council
Council for Advancement and Support of Education
Council of Independent Colleges
National Association of College and University Business Offices
National Association of Independent Colleges and Universities
National Association of Intercollegiate Athletics
National League of Nursing
Tennessee Association of Colleges of Teacher Education
Tennessee Association of Independent Liberal Arts Colleges of Teacher Education

Tennessee Conference of Graduate Schools
Tennessee Council of Private Colleges
Tennessee Deans and Directors of Nursing Programs (sponsored by the Tennessee Board of Nursing)
Tennessee Foundation for Independent Colleges
Tennessee Independent Colleges Fund

STUDENT LIFE AND SERVICES

RESIDENCE

Since many campus activities are centered within the residence halls, the College encourages all students to take advantage of this valuable experience; therefore, Milligan College is primarily a residential college. All students living off-campus must receive prior approval from the Student Development Office. Maintenance or use of any separate quarters without prior approval from the Student Development Office subjects the student to suspension/dismissal.

The Director in each hall, in conference with the residence hall staff, helps create an atmosphere, which is most conducive to the best community life. The Residence Hall Director is assisted by Resident Assistants who are part of the staff of the Vice President for Student Development. General residence hall regulations are the responsibility of the residence hall councils in cooperation with the Vice President for Student Development's staff.

Residence hall rooms are equipped with all necessary furniture. Students are required to leave all school-provided furniture in their assigned rooms. Students supply blankets, pillows, bedspreads, curtains, rugs, study lamps, and accessories.

The College reserves the right to inspect residence hall rooms at all times and may, if necessary, conduct a search at the direction of the Vice President for Student Development. The rooms are subject to spot checks by the Residence Hall Director who is required to approve the use and condition of each room.

Damage to the room or its furnishing will be assessed to the occupants of the room who accept responsibility for its use and condition. Damage to common areas will be assessed to all residents of that hall.

All residence halls and the dining hall are closed during college vacations. Students will not be permitted to stay on campus during these periods without permission from the Student Development Office.

Any student without a roommate will be charged the private room rate unless no roommate is available.

Telephone and Internet service is available in all residence hall rooms. Students must provide their own telephones and calling cards for long distance calls.

MARRIED STUDENT HOUSING

Milligan College has apartments for married students. These units are totally electric, including heating and air conditioning. All of the apartments are unfurnished. Additional information may be obtained by contacting the Student Development Office.

CONDUCT

Milligan College is intent upon integrating Christian faith with scholarship and life. Because of this Christian commitment, Milligan College values the integrity of each individual. However, the action of each person affects the whole community. While attending Milligan College, each student is considered a representative of the College whether on or off the campus. The College, therefore, reserves the right to refuse, suspend, or dismiss any student. Public disclosure of reasons shall be at the discretion of the President.

STUDENT LIFESTYLE

Milligan College adopts specific rules on the basis of the belief that God's Word, as the final rule of faith and practice, speaks on many matters pertaining to personal conduct. Therefore, behavior that conflicts with Scripture is unacceptable. Historically, communities have also developed guidelines that help put into practice basic moral and social principles. Such standards serve as a guide toward worthwhile goals relevant to one's academic, spiritual, social, and physical well-being. Specifically, the student agrees to abide by a lifestyle commitment in which he or she refrains from the use or possession of alcoholic beverages or illegal drugs. The student also agrees to refrain from pornography, profanity, dishonesty, sexual immorality, unethical conduct, vandalism, and immodest dress. Students are expected to observe the Lord's Day in worship and to seek to serve Christ in an atmosphere of trust, encouragement, and respect for one another.

STUDENT COMPLAINT POLICY

After all appropriate appeals processes have been exhausted at the departmental level, students may lodge formal complaints, in writing, as follows:

Student Affairs Issues (e.g., housing, food service, student activities, athletics, intramurals, spiritual life, parking): Complaints should be directed to the Vice President for Student Development.

Academic Affairs Issues (e.g., faculty, courses, schedules, transcripts, information technology, registration): Complaints should be directed to the Vice President for Academic Affairs.

Business Affairs Issues (e.g., financial aid, workstudy, student accounts, bookstore, physical facilities and grounds): Complaints should be directed to the Vice President for Business and Finance.

The Vice President will respond to complaints within a reasonable time.

Should the response be unsatisfactory, or should a complaint arise for an area not listed above, a formal written complaint may be submitted to the Office of the President.

AUTOMOBILE

The privilege of using an automobile is granted to all students. The College will not be responsible for any personal or public liability growing out of the student's use or possession of the car on or off campus. The vehicle must be registered with the Student Development Office and have a parking sticker displayed in the rear window or it is subject to removal from campus at the owner's expense.

Students who repeatedly violate the vehicular regulations may lose the privilege of having a vehicle on campus.

Rules governing student use of motor vehicles are determined and administered by the Student Development Office and the Traffic Court.

SOCIAL ACTIVITIES

All social activities must first be approved by the Student Development Office and then entered on the College Master Calendar. The College seeks to encourage the development of an active and meaningful social life for all students.

FRIENDSHIP

The visitor to the Milligan College campus invariably notices the friendliness and spirit of comradeship, which characterize the entire Milligan College circle, faculty and students alike. Each student has an adviser. This experienced faculty member is concerned that the student not only excels academically but also benefits from the opportunities afforded by a small college environment.

Provision for a well-rounded social life receives special attention. Student committees plan recreational and social activities. Initiative in student participation is encouraged.

The cultivation of high ideals and good habits, together with their expression in social poise and consideration for others, is a major concern.

Individual counsel and other friendly help are always available to each student. We speak of "membership" in Milligan College rather than "attending" Milligan College.

HEALTH

Milligan College takes every reasonable precaution to prevent accidents and illness. The services of a nurse are provided in a clinic on the campus to care for minor ailments and any emergency. Students are expected to report at once to the college nurse any accident or illness. When necessary, referral is made to local physicians.

The College cannot assume financial liability for off-campus physician and hospital services. Most families are protected today for medical and hospital claims through special insurance programs. For those not so covered, the Student Development Office provides information on available insurance through private agencies. Premium payment is the responsibility of the individual student. All students participating in intercollegiate athletics are required to show coverage in an accident and hospitalization program.

Mental and social health is also a concern of the College. Counselors are available for some counseling in these areas. In addition the services of area mental health facilities can be utilized. However, the College is not equipped to provide long-term, in-depth psychotherapy or psychiatric care.

SPIRITUAL LIFE

Milligan College addresses spiritual life through its campus ministry program. Milligan College has a campus minister to help meet the needs for the faith development of the campus community. The campus minister is responsible for planning the Chapel services in addition to working with the Campus Ministry Team in organizing vespers and other student ministries.

Milligan College has, from its beginning, held the Chapel program as an integral part of campus life. The primary purpose of Chapel is to provide the campus community an opportunity for corporate worship. The Chapel service is respectful and inclusive of the entire College community and employs the variety of talent, worship styles, creativity, and sentiments of the College community in worshipping together.

The Campus Ministry Team is a committee of the Student Government Association that works in conjunction with the campus minister. Any student may get involved with the group and help in the preparation of several campus events

designed for faith development. Some of these events may include vespers services, small groups, prayer vigils, retreats, and special emphasis weeks.

Milligan College encourages student involvement in local congregations. Local churches welcome Milligan students and seek to provide them with opportunities for service and fellowship. Interaction with Christians outside the Milligan College Community is a valuable experience, especially for those who are unable to return home on a regular basis. Students are able to develop their faith while sharing and serving local congregations. Students can contact the Church Relations Office for further assistance in identifying a local congregation with which to worship.

STUDENT RIGHT TO KNOW AND CAMPUS SECURITY ACT

Information relative to the Student Right to Know and Campus Security Act (Public Law 101-542) is available in the Office of the Vice President for Student Development. This information includes campus crime statistics and graduation rates by athletic participation, gender, and ethnicity.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures governing the privacy rights of students be made available. The laws provide that the institution will maintain the confidentiality of student education records.

Milligan College accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or others.

Within the Milligan College community only those members, individually or collectively, acting in the students' educational interest are allowed access to student education records.

At its discretion the institution may provide directory information in accordance with the provisions of the Act to include: student name, address, telephone number, e-mail address, date and place of birth, major field of study, dates of

attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold directory information by notifying the Registrar's Office in writing within two weeks after the first day of class for the fall and spring terms. The institution honors requests for non-disclosure for only one semester; therefore, authorization to withhold directory information must be filed each semester in the Office of the Registrar.

REPRESENTATIVE ORGANIZATIONS

Operating under a constitution approved by the Administration of the College, the Student Government Association serves as the official representative voice of Milligan College students and promotes academic, social, and religious activities for the campus community.

The Student Government Association (SGA) consists of the following elected members: president, vice president, secretary, treasurer, the president of each class, four other representatives from each class (two females and two males). In addition to the elected positions, SGA seeks representation for commuters, married students, residence halls, and international students. The composition of these other representatives changes annually depending on the needs of the student body.

The Residence Hall Councils are organizations responsible for community life in the residence halls.

MUSIC

There are three choral ensembles at Milligan College. The Concert Choir, a choir of both men and women, tours annually throughout the United States, appearing at churches, high schools, and conventions. Chamber Singers, also a mixed choir, performs for the annual Milligan College Christmas Dinners in early December. Milligan Singers, a women's group, performs a wide variety of contemporary and classical music, with concerts both on- and off-campus. In the spring these ensembles combine as the Choral Union to perform larger choral-orchestral works.

Nine instrumental ensembles are available at Milligan College. Students have the opportunity to perform in Chamber Orchestra, Jazz Ensemble, Civic Band, and the Johnson City Symphony Orchestra. Other smaller instrumental ensembles include Keyboard Ensemble, Handbell Choir, Flute Choir, Early Music Ensemble and Beginning String Ensemble. Most instrumental ensembles perform both on- and off-campus. The Handbell Choir performs on a three-octave set of Schulmerich handbells. Early Music Ensemble is a consort of strings and recorders, or other

early instruments. The Keyboard Ensemble utilizes multiple electronic keyboards to perform orchestral and contemporary keyboard literature.

Heritage, a small *a cappella* ensemble, is an auditioned group of four to six men and women performing on- and off-campus for churches and service clubs. Participation in Heritage earns college credit and scholarship assistance for its members.

FINE ARTS

The fine arts program at Milligan College enriches campus life through the exhibition of painting, sculpture, and photography. Numerous exhibitions of guest artists as well as student exhibitions displaying recent art and photography work take place each year in the Ground Zero Art Gallery on campus. Milligan College drama, which involves a large portion of the student body, has frequently received critical acclaim. One of the most unique aspects of the drama program is the student directed Festival of One Act Plays and Short Films now in its fifteenth year.

PUBLICATIONS

Students interested in journalism or creative writing may find an opportunity for self-expression through the medium of several publications of the College: the College newspaper, *The Stampede*; the College yearbook, *The Buffalo*, which presents a pictorial history of the year's activities; and the College literary magazine, *Phoenix*, which accepts original work from students and faculty.

PROFESSIONAL, SOCIAL, AND RECREATIONAL ORGANIZATIONS

All professional and social organizations of Milligan College are designed to aid the students in fulfilling themselves and reaching their full potential religiously, academically, socially, and creatively. The following organizations were originated by students and have received the sanction of the College. Additional professional or social organizations may be added to this list upon the initiative of several students who present a charter to the College, select a faculty adviser, and demonstrate that the proposed organization is in keeping with the purposes and philosophy of Milligan College.

Alpha Chi is a collegiate national honor society. The association is open to juniors and seniors in the top 10% of their class with a grade point average of at least 3.5.

Alpha Psi Omega, the national theatre honorary society, is active on campus with membership based on a point system whereby points are earned by participating in

the many facets of theatre work on campus. Popular current projects include sponsoring the yearly Festival of One Act Plays and a touring production that travels to area public schools.

The Association of Christian Ministers gives students an opportunity to meet and discuss topics that are related to Christian ministries. The association is open to all students, with Bible majors and minors encouraged to join.

The Buffalo Ramblers is an informal association of those members of the Milligan College family who enjoy exploring on foot the scenic gorges, peaks, caves, and waterfalls surrounding the College.

The College Republicans is an organization made up of students interested in local, state, and national politics.

Fellowship of Christian Athletes is open to all who participate in Milligan sports. The purpose is to encourage Christian character among those who participate in athletics.

French Club membership is open to all students who are interested in the French language and customs.

The Human Performance and Exercise Science Club seeks to foster a greater interest in health and wellness in the Milligan community and to form unity among those interested in HPXS.

The Missions Club provides the opportunity for students to come together in fellowship and to pray for missions efforts around the world.

Milligan Students for Life is a pro-life group offering opportunities to counsel unwed mothers, to hear local speakers on the abortion issue, and to march in the National March for Life in Washington, D.C.

Music Educators National Conference has a student chapter on the campus. Its purpose is to afford students the opportunity for professional musical orientation and development. These students also sponsor receptions after some concerts and serve as ushers for these events.

Omicron Psi is a national honor society for non-traditional students. The association is open to juniors and seniors at least 24 years of age, with a grade point average of at least 3.0.

Phi Alpha Theta is an honorary history society with more than 270,000 members in over 850 chapters in colleges and universities across the United States. *Phi Alpha Theta*'s mission is to promote the study of history through the encouragement of research, good teaching, publication, and exchange of learning and ideas among historians. Milligan history students established the *Alpha Iota Tau* chapter of *Phi Alpha Theta* during the Spring 2001 semester.

The Pre-Med Seminar offers lectures by guest speakers and fellowship with other pre-med majors.

The Publicity Council is open to students who are interested in helping provide effective communication on campus about upcoming events.

The Rotaract Club provides an opportunity for students to grow in their leadership skills and to promote better relations among all people worldwide through a framework of friendship and service.

Service Seekers is an organization open to all students interested in serving throughout the area. Activities include volunteering and leading worship at a local retirement community.

Sigma Tau Delta is a national English honor society that promotes interest in literature and the English language.

The Spanish Club is open to students interested in improving their abilities to speak Spanish and to provide outreach to the Hispanic community.

The Student Nursing Association brings together both traditional and non-traditional aged nursing students.

The Student Organization Council is made up of the presidents and committee chairs of all organizations recognized by the Student Development Office. Its purpose is to coordinate programs and to keep organizations informed about each other.

The Teacher Education Club is made up of students preparing for a teaching career. Topics of discussion in the club meeting are related to specific areas of service in the teaching professions.

Volunteer Milligan is a service organization that reaches out to the surrounding community by offering their services to various organizations that need additional help in special projects.

ATHLETICS

Milligan College encourages participation in intercollegiate athletics. A limited number of grants-in-aid will be awarded each year on a merit basis.

Milligan College is represented in intercollegiate athletics in basketball, baseball, tennis, softball, volleyball, golf, cross-country, and soccer. Milligan College is a member of the National Association of Intercollegiate Athletics and the Appalachian Athletic Conference.

There is also the opportunity to participate in the athletics program as a member of the Varsity Cheerleaders.

The intramural program of athletics is designed to encourage participation by all students in some sport. A choice of activities is offered including basketball, flag-football, volleyball, and softball. In addition, there are several individual recreational opportunities offered such as hiking, skiing, and scuba diving.

CAMPUS

Milligan College occupies a campus of more than one hundred and forty-five acres, rising eastward from the banks of Buffalo Creek. Richly endowed by nature and enhanced by skillful landscaping, the grounds possess unusual beauty.

Anglin Field, with its baseball diamond and softball and soccer fields, lies along the banks of Buffalo Creek. This attractive field is important in the activities of intercollegiate and intramural sports and the physical education classes. The field was completely rebuilt in 1966.

Derthick Hall, formerly the Administration Building, occupies the site on which the original brick building of the College was erected in 1867. Several years later a large wing was added to this structure. In 1918 most of the building was destroyed by fire and was rebuilt in 1919. After a partial renovation in 1978, the building was named in honor of Dr. and Mrs. H. J. Derthick. As part of the Central Campus Project initiated in May 2001, Derthick Hall will undergo a comprehensive renovation. Enhancements to the exterior and interior will facilitate maximum use of this structure. Once completed, the building will house classrooms and the offices of the Vice President for Academic Affairs and Dean, the Registrar, the Director of Adult Education Programs, and several faculty members.

Hardin Hall was built in 1913, honoring Mr. and Mrs. George W. Hardin, who were intimately associated with the College for many years. This building, once a residence hall for women, now houses both the nursing and the occupational therapy programs including faculty offices, laboratories, reading and conference

rooms, the health clinic, and general classrooms. The Beatrice J. "Jerry" Wilson Lecture Hall is named in honor of the wife of Edgar C. Wilson; she was for many years a nurse in Knoxville, Tennessee. In the Price Complex on the lower level, named in honor of Dr. Eugene P. Price, a long-time professor at the College, are located the offices for the business faculty. The McGlothlin-Street Center for Occupational Therapy houses the College's master's degree program in occupational therapy. The center is named for the McGlothlin and Street families who are principal owners of the United Company in Bristol, Virginia, and who provided the lead gift for the formation of the program.

The Mary Hardin McCown Cottage is the building formerly occupied by the President of the College. Offices located in the building include those of the Director of Financial Aid and the Vice President for Business and Finance.

The P.H. Welshimer Memorial Library is a three-story building that was first occupied in November 1961 and is the gift of the T.W. Phillips, Jr. Charitable Trust and the Phillips family of Butler, Pennsylvania, after an initial gift by the Kresge Foundation of Detroit, Michigan. The office of the President is located on the second floor. This building also contains a computer lab, the offices of the Information Technology staff, and the law library.

The Seeger Memorial Chapel was dedicated November 4, 1967. This beautiful Colonial edifice occupies the center of the campus with its spire—192 feet above ground level—overlooking the campus. The Chapel is a multi-purpose structure serving the College in worship, instruction, lectures, concerts, and drama. The main sanctuary-auditorium seats 1,300. The George O. Walker Auditorium, located on the lower level of the Chapel, accommodates 350 and is named in honor of George O. Walker, a long-time trustee and friend of the College. The Chapel was made possible through major gifts by Mr. Ura Seeger, West Lebanon, Indiana, and Mr. and Mrs. B.D. Phillips, Butler, Pennsylvania. The Wilson G. Barker Commons surrounds Seeger Chapel. It is a beautifully landscaped area named for the president of the Buffalo Male and Female Institute, which was located at the original site of Milligan College.

The Science Building was first occupied in 1972. Utilizing the most modern design in educational construction, the building has five 24-station laboratories, two classrooms, a 250-seat lecture hall, and several special-purpose rooms. The Charles Gee Gross Anatomy Lab, associated with the occupational therapy program, is named in honor of Dr. Gee by alumni and friends of the College.

Sutton Memorial Hall stands on the high campus toward the east. The residence floors have thirty suites for women, each with two rooms and connecting bath. The hall contains a large social room, the Joe and Lora McCormick Dining Center

which seats about 400, the kitchen, and storage rooms. The hall bears the name of Webb and Nanye Bishop Sutton, whose vision and generosity made the construction possible. It was dedicated in 1956.

Webb Memorial Hall, a gift of Mrs. Nanye Bishop Sutton, was completed and occupied in January 1960. It provides accommodations for 172 men.

Hart Hall, an air-conditioned residence hall for 188 women, was completed in September 1965. In May of 1968 it was named in honor of Dr. and Mrs. John M. Hart.

Renovated in 2000–2001, the Baker Faculty Office Center houses most of the faculty on campus. It is named for Albert and Rhea Baker, friends of Milligan College and strong supporters of Christian education. Adjacent to it, the Paul Clark Education Center houses Milligan's undergraduate and graduate programs in teacher education. It is named for Dr. Paul Clark, a longtime professor of teacher education at the College.

Little Hartland Hall, a gift of Mr. and Mrs. John M. Hart, was completed in 1976 and serves as the official residence for the President of the College.

The Steve Lacy Fieldhouse was funded by gifts from the B.D. Phillips Memorial Trust and the Kresge Foundation, making it possible for Milligan College to accept a grant from Educational Facilities Laboratories. This was the first air-cable structure in America, and it contains a regulation basketball court, a 25-meter swimming pool, classrooms, and other facilities designed to accommodate Milligan's philosophy of lifetime sports. Operation of this facility began in 1976. In 1987 the air-supported roof was replaced with a roof of traditional construction.

The McMahan Student Center, built in 1987, was a gift of Grace Hart McMahan in memory of her husband, John E. McMahan. It provides a focal point of campus fellowship and includes a snack bar, recreation room, lounge, study carrels, TV room, bookstore, career resource center, Student Government Association conference room, and office for campus activities. On the lower level of the Student Center are the offices of the Vice President for Student Development and the Vice President for Enrollment Management.

The Lowell W. Paxson Communications Center is located on the site of the former Student Union Building. It contains classrooms, editing rooms, a darkroom, and well-equipped studios for both radio and TV productions. It was dedicated April 20, 1989, and was made possible through a gift from the Lowell W. Paxson Foundation.

Constructed in 1992, the three newest residence halls on campus each have six suites consisting of four single rooms, a living room area, and bathroom. Generally, these residence halls are available only to upperclassmen. Williams Hall is named in honor of Milligan College alumnus and federal judge, Glen M. Williams. Quillen Hall recognizes a good friend of Milligan College and Northeast Tennessee, Congressman James H. Quillen. Kegley Hall honors Milligan College graduate, J. Henry Kegley, a local businessman.

CHAPEL/CONVOCATION

Each semester Milligan College sponsors a chapel and convocation series consisting of programs of a broad range of interest for the intellectual and spiritual growth of its students.

Attendance at these services is required of all full-time day undergraduate students. Eight semesters of satisfactory chapel/convocation attendance are required for students completing all baccalaureate course work at Milligan College. Students who do not attend the required number of services may not be eligible to return to Milligan College for the following semester.

ADMISSION

ADMISSION TO THE FRESHMAN CLASS

Character, ability, preparation, and seriousness of purpose are qualities emphasized in considering applicants for membership in Milligan College. Early application is encouraged. Inquiries should be addressed to the Admissions Office. Those who are interested in attending Milligan College are encouraged to visit the campus. Arrangements should be made in advance with the Admissions Office.

Overall excellence of performance in high school subjects as well as evidence of Christian commitment and academic potential provides the basis for admission to Milligan College. While no specific course pattern is required for admission, the applicant is strongly encouraged to include in the high school program the following subjects:

1. College preparatory English
2. College preparatory mathematics
3. College preparatory science
4. College preparatory history and/or social science
5. Two years of a single foreign language
6. Some work in speech, music, or art in preparation for study in a liberal arts curriculum.

To provide further evidence of academic ability, the applicant must take the American College Test (ACT) or Scholastic Aptitude Test (SAT I) and furnish the College with either of these scores. Exceptions are international students and students who have been out of high school for more than one year.

The admissions procedure includes the following steps:

1. The student will obtain an application form, forms for requesting transcripts and references, a catalog, and other literature from the Admissions Office or from the Milligan College website at www.milligan.edu.
2. The student will return the completed application with a non-refundable application fee of $30.00 to the Admissions Office.
3. The Admissions Committee will review the application when the following credentials are on file: high school transcript, ACT or SAT I

scores, and two references. The Admissions Committee may also request an interview.

4. The Admissions Office will notify the applicant of the decision regarding his or her admission. If the decision is favorable, the student will be accepted for admission to Milligan College, subject to the successful completion of high school. The student must provide final high school transcripts showing proof of graduation.
5. Upon admission to the College, the student must submit an enrollment deposit. The enrollment deposit is non-refundable after May 1. Upon enrollment, the deposit will be applied to the student's account.

HOME SCHOOL

Home school students should follow the admissions procedure outlined above, except that they must also submit a portfolio of high school course work including a writing sample and a reading list of literary works completed.

GED

Students who have earned a General Education Development certificate (GED) should follow the procedure outlined above, except that they must submit the GED certificate in place of the high school transcript. GED students who have been out of high school less than one year must submit ACT or SAT I scores and may be asked to interview with the Admissions Committee. GED students who have been out of high school more than one year are not required to submit ACT or SAT I scores and will be asked to interview with the Admissions Committee.

ADMISSION OF TRANSFER STUDENTS

Transfer students are those who have completed twenty-four or more college credit hours after high school graduation. Students who wish to transfer from an accredited college, who merit a letter of good standing and who have a grade point average of at least 2.0 on a 4.0 scale will be considered for admission to Milligan College. Such applicants should follow the procedure outlined above, except that ACT or SAT I scores and high school transcripts are not required. In addition applicants must furnish the College with official transcripts of all previous college work.

Overall excellence of performance in previous college work and evidence of Christian commitment and academic potential provide the basis for admission of transfer students to Milligan College.

The Associate Registrar evaluates transfer credits for all entering transfer students prior to the students' enrollment at Milligan College. Students who do

not request a transfer evaluation prior to two weeks before the beginning of the term receive a copy of the evaluation during new student orientation.

Transfer students must complete a writing sample to determine writing proficiency. If they have no ACT or SAT-I scores and no college level (non-developmental) math course with a grade of C- or above, they also must take a math competency examination. The writing sample and the math examination are completed during new student orientation. Transfer students also must demonstrate computer competency prior to graduating from Milligan College (see Page 72).

INTERNATIONAL STUDENTS

Milligan College is approved by the United States Department of Justice for education of non-immigrant alien students. International students must present a TOEFL score of at least 550 on the paper-based examination or 213 on the computer-based examination. They also must provide an affidavit of support and prepay all expenses for one year. $500.00 of the prepayment is non-refundable. All admission materials must be received by June 1.

International students must complete a writing sample during new student orientation unless excused by the writing faculty. The writing sample determines the need for placement in HUMN 093 Fundamental College Writing. International students with no ACT or SAT I scores and no college-level (non-developmental) math course with a grade of C- or above also must take a math competency examination to determine the need for MATH 090 Developmental Mathematics. Placement in HUMN 091 College Reading and Study Skills is determined on a case-by-case basis.

CATEGORIES OF ADMISSION

Applicants fall into one of the following categories after being reviewed by the Admissions Committee:

Accepted: The student is fully approved by the Admissions Committee for full-time enrollment.

Accepted on Limited Load: Because of academic or other concerns of the Admissions Committee, the student is approved for admission but may enroll in no more than 14 credit hours during the first semester of enrollment.

Recommended for Special Student Status: The Admissions Committee may recommend that the applicant be considered for admission as a special student.

Special student status requires approval from the Academic Dean. (See Non-Degree Seeking Students section below.)

Deferred Status: Because of academic concerns of the Admissions Committee, the applicant may be placed on deferred status until final high school transcripts or updated ACT or SAT I scores are available.

Denied: The Admissions Committee may deny the applicant admission.

RETURNING STUDENTS

A student who has withdrawn from Milligan College in good social and academic standing should complete an application for readmission and submit it to the Office of Admissions. An official transcript(s) of all college course work attempted since withdrawing from Milligan must also be submitted to the Office of Admissions. The Admissions Committee will consult representatives from the Student Accounts, Financial Aid, and Student Development offices in making a decision regarding the student's readmission and will send the student a letter stating the decision.

A student who has been academically or socially dismissed may, after one semester, reapply for admission by observing the following procedure:

1. In addition to completing the application for readmission and submitting official transcripts, the student should submit a letter presenting justification for readmission.
2. The Registrar will evaluate the student's original records and any course work completed since the suspension. The Vice President for Enrollment Management will consult representatives from the Student Accounts and Financial Aid offices and review social dismissal with the Vice President for Student Development.
3. If there is reason to believe that the student would profit from another opportunity to do college work, the College will allow the student to enroll with probationary status following at least one semester of suspension.
4. If it is necessary to suspend the student a second time, that student will not be eligible to apply for readmission.

NON-DEGREE SEEKING STUDENTS

Students who are not seeking a degree at Milligan College may be in one of the following categories:

1. Special students are those who are not admitted as degree-seeking students but who demonstrate the potential to successfully complete

some college-level courses. The Academic Dean must grant special student status at the beginning of each semester. Special students are not eligible for institutional scholarships or state or federal financial aid. They may not participate in intercollegiate athletics. At the end of each semester, special students may apply for admission as degree-seeking students.

2. Transient students are those who are a) seeking a degree at another institution or b) not enrolled at any institution but wish to enroll in selected courses at Milligan College. Transient students must submit to the Admissions Office a letter requesting admission and an official transcript from the last institution attended. The Registrar evaluates these documents and determines whether or not the applicant may be admitted as a transient student. Transient students are not eligible for institutional scholarships or state or federal financial aid. They may not participate in intercollegiate athletics.

AUDITS

No credit will be allowed for audit courses, and a grade of "AU" will be assigned. Tuition will be $30.00 per credit hour. Full-time Milligan College students wishing to audit classes may do so as part of their regular course load. Transient students who wish to audit courses must submit a letter to the Admissions Office requesting admission for this purpose; registration follows approval of the letter of application.

CEREMONY OF MATRICULATION

After all admission requirements have been met, including orientation activities at the beginning of the year, the candidate for admission may participate in the Ceremony of Matriculation.

The Ceremony of Matriculation occurs during the first week of the semester. At the conclusion of a general assembly, the candidates sign the Matriculation Book and officially become members of the Milligan Community.

FINANCIAL INFORMATION

Milligan College is an independent nonprofit institution. Tuition, fees, and other charges paid by the student represent only a part of the instructional and operating expenses of the College. The balance needed to meet the expenses of the College, as well as continuing additions to the physical plant, comes from endowment funds and contributions by alumni, churches, businesses, foundations, and friends of Milligan College.

TUITION AND OTHER BASIC CHARGES FOR TRADITIONAL UNDERGRADUATE STUDENTS

	Per Semester	Per Year
Tuition (12–18 hr. per semester)	$6,375.	$12,750.
Board (20-meal plan)	1,100.	2,200.
Room (double room)	1,050.	2,100.
Student Activity Fee*	50.	100.
Technology Access Fee*	175.	350.
Health Fee*	25.	50.
Total	$8,775.	$17,550.

*See "Explanation of Fees" section of the *Catalog*.

OTHER TUITION CHARGES

Traditional Day	Per Semester Hr
1–11 hrs.	$ 530.
Over 18 hrs. (per hour)	$ 350.
M.Ed. Program**	$ 210.
M.S.O.T. Program	$ 425.
BAMA	
Returning Students	$ 230.
New Classes	$ 245.

**The Master of Education tuition rate becomes effective for Fall of 2001.

Evening College	$ 270.
Summer School	
Pre-registration	$ 270.
Registration	$ 290.
Intersession	$ 270.

SPECIAL ROOM AND BOARD CHARGES

Single Room (when available)	$ 1,250.	$2,500.
A board plan is required for residence hall occupants.		
20-Meal Plan	$ 1,100.	$2,200.
14-Meal Plan	1,050.	2,100.
10-Meal Plan	1,025.	2,050.
Snack Bar Plus	40.	80.

MEAL PLAN OPTIONS

Milligan College offers students three meal plans: the 20-meal plan, which offers three meals per day Monday through Saturday and two meals on Sunday; the 14-meal plan, which offers 14 meals per week at the student's choice; the 10-meal plan, which offers 10 meals per week at the student's choice.

Students have two chances to change their meal plans, at registration or on the pre-bill that is mailed directly to them prior to the start of school. Students who do not select a new meal plan will be given the meal plan from last semester or a 20-meal plan. **Students may make no meal plan changes after registration.**

TRANSFER MEAL OPTION

Students on any meal plan can use their meal plan at the grill. The transfer meal option allows ten meals per semester to be taken at the grill rather than at the cafeteria. Meals may be exchanged Monday through Friday at lunch 11:30 a.m.–2 00 p.m. or at dinner 5:30–8:00 p.m. A rotation of menu selections is offered and is all–inclusive (sandwich, side item, dessert or fruit, and drink). This feature enhances the food service by offering more flexibility to the campus population at no extra charge and is automatically included on each meal plan.

SNACK BAR PLUS (SBP) ACCOUNT

The **Snack Bar Plus (SPB) account** is an option that provides a $50 meal credit line at the SUB (Student Union Building Snack Bar) for an additional charge of $40 to your meal plan. This 20% bonus credit is only available to accounts purchased with meal plans at pre-registration and registration.

This added flexibility allows students to grab a quick snack or meal at their convenience with the ease of a prepaid credit card. Additionally, if students need to add to their credit lines, they may do so at any time after registration. SBP accounts can be purchased in increments of $25, $50, or $100, entitling a student to a 10% bonus credit. **Commuters** not on a campus meal plan may also purchase a SBP account to be used in either the Student Union Building Snack Bar or cafeteria for meal purchases. Students may purchase a SBP account in the cafeteria and Student Union Building Snack Bar. SBP account balances are not transferable from one semester to the next.

Other Charges for Part-time Students	**Per Semester**
*Technology Access Fee (5 hours or less)	$ 90.
*Student Activity Fee (part-time)	$ 25.
*Health Fee	$ 25.

*See "Explanation of Fees" section in the *Catalog.*

SPECIAL CLASS AND LAB FEES

	Per Semester
Art 355	$ 5.
Biology 215	$ 65./hr
Education 150, 343, 406, 408, 520, 565, 576, 577	$ 10.
Education 152	$ 5.
Education 355, 356	$ 15.
Education 441	$ 20.
Education 452, 453, 454, 455	$ 150.
Education 541 (Art portion of course only)	$ 5.
Education 551, 552	$ 100.
Science laboratory fee	$ 30.
Language lab fee	$ 10.
Music 101(piano), 102, 188, 201, 202, 211, 348	$ 75.
Music 143–144, 243–244, 351	$ 35.
Human Performance and Exercise Science 101	$ 15.
Human Performance and Exercise Science 158, 159, 310	Fee for off-campus instruction
Humanities 200 (Humanities European Study Tour)	$ 85./hr

Nursing 201C, 202L, 301C	$ 10.
Nursing 210C, 220C	$ 45.
Nursing 300, 303, 310, 313, 320, 323, 403, 410, 420, 422	$ 25.
Occupational Therapy 530	$ 130.
Occupational Therapy 535, 610, 642	$ 30.
Occupational Therapy 615	$ 60.
Occupational Therapy 620	$ 20.
Occupational Therapy 625	$ 100.
Tuition charges in applied music	$ 150./hr

OTHER FEES

Application fee (non-refundable)	$ 30.
Audit fee	$ 30./hr
Change of course fee	$ 10.
Diploma and graduation fee (graduate)	$ 65.
Diploma and graduation fee (undergraduate)	$ 35.
Late registration fee	$ 35.
CLEP and DANTES fee (per instrument)	$ 55.
Posting of credit by examination (Advanced Placement, CLEP, etc.)	$ 10./hr
Lifetime Transcript Fee (new students)	$ 20.
Health Fee	$ 25.

The College reserves the right, beginning any semester or session, to change the charges for tuition, fees, room, and board without written notice.

EXPLANATION OF FEES

STUDENT ACTIVITY FEE

The Milligan College Student Activity Fee is used to fund 100% of the Student Government Association (SGA) budget. Thus, the student body spends every dollar of the fee. These funds are distributed to twenty different committees and organizations. These SGA committees provide a wide variety of activities and services to students throughout the year, including spiritual activities, concerts, social events, campus radio station, literary publications, and more. In addition, students receive copies of the student newspaper, *The Stampede*, and a copy of the Milligan College yearbook.

TECHNOLOGY ACCESS FEE

The Technology Access Fee is used to provide an extensive campus-wide computer network system consisting of fiber optic cabling, file servers, software, unlimited Internet availability, e-mail, and direct access from each residence hall

room and several on-campus fully equipped student computer labs. The Library catalog is accessible through the network; and, through it, students can connect to other libraries and information databases. Computer lab software includes the Microsoft Office products Word, Excel, Access and PowerPoint, Logos (Bible-study software), and various other programs for use with specific classes. This fee enables students to access the system for obvious added academic benefits.

Computer labs are available to all students. Students who provide their own computers may access the computer network directly from their residence hall room. Suggested specific computer configurations are available from the Information Technology staff. The Milligan College Bookstore has computer systems, supplies and network cards available for purchase.

LIFETIME TRANSCRIPT FEE

All new students will be charged a one-time fee for lifetime transcripts. Students can request a transcript from the Office of the Registrar.

HEALTH FEE

All full-time and part-time traditional students will be charged a health fee, which supports health clinic services.

TEXTBOOKS

Textbooks may be purchased at the Milligan College Bookstore. The Bookstore operates on a cash basis, and no books are charged to a student's account. The cost of textbooks generally ranges from $300 to $500 per semester, depending upon the major. The Bookstore accepts cash, money orders, personal checks, certified checks, Visa, Discover, and MasterCard.

FINANCIAL REGISTRATION POLICY

To enable the College to be responsible in meeting its financial responsibilities, students must make provision for the payment of the college bill at the beginning of each semester. A student's registration for classes is an obligation and commitment to pay for related charges as stated in the College *Catalog*. Only students who have settled their accounts for the previous semester will be permitted to register on registration day.

Advanced financial planning by the student is imperative. The College makes advance mailings of a Pre-Bill before each semester to assist students in this matter. The Pre-Bill has three major components, which include anticipated educational costs, financial aid **(excluding work-study)**, and balance. The Pre-Bill is a valuable tool that allows students and/or their parents to perform advanced

financial planning. Students who do not complete and return their Pre-Bill to the Business Office before registration will likely encounter delays on registration day.

It is the student's responsibility to make payment arrangements with the Student Accounts Office. This can generally be accomplished with proper and timely completion of the Pre-Bill.

PAYMENT

GENERAL INFORMATION

Tuition, fees, and all other costs for the semester are due and payable on the day of registration each semester. Tuition, fees, and all other costs for summer school and intersession are due and payable on or before the first day of each term. Students enrolling in summer school and intersession must make specific arrangements with the Director of Student Accounts before the first day of class.

Students who have definite commitments of funds from the Financial Aid Office must pay the difference between the total cost for the semester and the financial aid commitment **(excluding work-study)** on or before registration.

All types of financial aid for the current year should be applied to the student account before pre-registration (for the next term). In any event, only students who have settled their accounts for the current semester will be permitted to pre-register for any subsequent term, including summer school and intersession.

A student who plans to use federal loans as a form of student account payment is required (at a minimum) to sign the award letter indicating the intent to borrow and submit the signed copy of this letter to the Milligan College Financial Aid Office within two weeks from the date of the award letter or the beginning of the semester, whichever is later. Students who do not comply with this policy are required to make satisfactory payment arrangements with the Student Accounts Office. If satisfactory arrangements are not made, the student is subject to immediate dismissal.

A semester grade report, transcript, and/or diploma will not be issued to a student whose account is not settled by the end of a semester or term. In addition, graduating students who do not have their student accounts paid in full will not be permitted to participate in the graduation ceremony. Furthermore, a transcript will not be issued to individuals in default with their Perkins loans.

If a period of 90 days passes without any activity on an account with an unpaid balance, the College may refer the account to a collection agency. The student will

be responsible for any attorney fees and/or costs associated with the collection of the unpaid balance. A delinquent account is also reported to major credit bureaus.

Former students who have not made satisfactory payment arrangements with the Director of Student Accounts will be charged 1.5% interest per month on the unpaid balance.

SPECIAL MONTHLY INSTALLMENT PLAN

Milligan College is pleased to offer a special payment plan for students who desire to pay educational expenses in monthly installments. **This is an interest-free payment plan available through Tuition Pay/Academic Management Services (AMS).** ***No student, other than those participating in the Academic Management Services payment plan, will be permitted to attend classes before paying the balance of their account in full.***

The Academic Management Services plan permits families to spread their payments over a period of 7 to 10 months, with the last payment due near the end of the spring semester (before graduation). The current cost of the plan is $60 per year that includes life insurance coverage. All new students receive information about this plan after they have been accepted for admission. Information is also available through the Milligan College Business Office.

Additionally, students on the Tuition Pay/AMS plan are fully expected to maintain monthly payments as agreed. A $20 late payment fee will be charged to accounts for delinquent payments. The College reserves the right to require immediate payment in full of any student who fails to maintain their Tuition Pay/AMS payment schedule. If payment is not made as required by the College, the student is subject to immediate dismissal.

The Tuition Pay/AMS plan is designed for the convenience of students and their parents. The College encourages students to set up their own plans directly with Tuition Pay/AMS. The College reviews all Tuition Pay/AMS plans to ensure that the monthly Tuition Pay/AMS payments are for the proper amount. The College reserves the right to make changes to any Tuition Pay/AMS plan to ensure that accounts will be paid off by the last Tuition Pay/AMS monthly payment. It should be understood that these plans do not lessen the financial obligation of students. Individuals who abuse the Tuition Pay/AMS payment plans will not be permitted to use them for future academic years.

FORMS OF PAYMENT

Students may pay their student account using cash, money orders, personal checks and certified checks, Visa, MasterCard and Discover. Payments may be made in

the Business Office or on the day of registration at the Business Office temporary location.

REFUND POLICY

REFUND IN THE EVENT OF WITHDRAWAL FROM THE COLLEGE

The College operates on an annual budget that necessitates advance planning and financial commitments to teaching staff and others whose services are essential to its operations. For this reason, no refunds are granted to those persons who are dismissed from the College for disciplinary reasons.

The official date of withdrawal used to compute refunds is the date on which the Registrar and the Vice President for Student Development sign the official College withdrawal form.

Tuition and Room Refund Schedule Fall and Spring Terms

Tuition and room refunds are calculated on the following schedule:
Prior to first calendar day of the semester 100%
During first five calendar days of the semester 90%
During the sixth through the fourteenth calendar day of the semester 75%
During the fifteenth through the thirtieth calendar day of the semester 50%
No refunds after the thirtieth calendar day of the semester 0

An exception is made for illness, in which case the 50% refund period is extended to the ninth week. Illness must be certified by a physician's written statement.

Refund Schedule for Summer and Intersession Terms

Prior to first day of the class 100%
During first day of the class.....90%
During the second day of the class 75%
During the third and fourth day of the class 50%
No refunds after the fourth day of class.

Board Refund Schedule

In all cases, a student is charged the pro rata share of board based on the number of calendar days enrolled.

Other Fees Refund Schedule

Unless a student withdraws during the first five calendar days of the semester, all other fees are not refundable.

Institutional Scholarship Proration Schedule

Institutional scholarships are those scholarships granted by Milligan College, calculated on the following schedule:

Prior to first calendar day of the semester 0
During first five calendar days of the semester 10%
During the sixth through the fourteenth calendar day of the semester 25%
During the fifteenth through the thirtieth calendar day of the semester 50%
No refunds after the thirtieth calendar day of the semester 100%

REFUND IN THE EVENT OF WITHDRAWAL FROM CLASS

The schedule of refunds for withdrawal from a class is different from above. Because the College charges the same tuition for 12–18 hours, there is no refund for withdrawing from a class if the total hours, before and after withdrawal, are within the 12–18 credit hour range. Students withdrawing from a course or courses outside the 12–18 hour range will be granted full tuition refunds to apply toward courses added. If the new total hours are fewer than the original total, the following schedule will apply:

Prior to first calendar day of the semester 100%
During first five calendar days of the semester 90%
During the sixth through fourteenth calendar days of the semester 75%
During the fifteenth through the thirtieth calendar day of the semester 50%
No refunds after the thirtieth calendar day of the semester 0

RETURN OF TITLE IV FUNDS (FEDERAL FINANCIAL AID)

In addition to the overall institutional refund policy requirements, the College is required to follow the regulations mandated by the Department of Education pursuant to the Higher Education Amendments of 1998 (Public Law 105-244) for any student who receives Title IV Federal Aid. The Return of Title IV Fund calculations may result from the student withdrawing, dropping out, being expelled from the institution, or failing to complete the program on or after the student's first day of class for the period of enrollment for which the student was charged.

Steps in the Calculation for the Return of Title IV Funds (Software and/or worksheets provided by the Department of Education will be used to complete these calculations.)

Step 1: Collect information about student's Title IV Aid
Step 2: Calculate percentage of Title IV Aid earned by the student
Step 3: Calculate amount of Title IV Aid earned by the student
Step 4: Determine if the student is due post-withdrawal disbursement or if Title IV Aid must be returned
Step 5: Calculate amount of unearned Title IV Aid due from the school
Step 6: Determine return of funds by school
Step 7: Determine the Return of Funds

Any federal funds that must be returned to federal programs as a result of the Return of Title IV calculations must be redistributed in the following order:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Unsubsidized Federal Direct Stafford Loans
4. Subsidized Federal Direct Stafford Loans
5. Federal Perkins Loans
6. Federal Plus Loans
7. Federal Direct Plus Loans
8. Federal Pell Grant
9. Federal SEOG
10. Other Title IV Aid

Federal work-study wages will not be considered returnable.

*Please note: Students receiving a Return of Title IV Funds calculation may owe money to the College as a result of the calculation.

The Financial Aid Office is notified by the Registrar's Office of all withdrawals from the College. The Financial Aid Director and the Director of Student Accounts will, within 30 days of the withdrawal date, complete the calculation and determine the result. The student will be notified of the refund calculation results by memo and also by receiving a revised copy of their student account statement.

For definitions of specific Return of Title IV Funds calculations, see the Financial Aid Office.

REFUND OF CREDIT BALANCES

When a credit on a student account results from overpayment or from federal and state financial aid that exceeds direct charges, a refund will be issued to the student from the Business Office. Student refunds will only be issued for amounts up to the actual credit balance on the student account. No refund will be authorized or issued in anticipation of financial aid that will be ultimately posted to the student account. No refunds will be granted until the end of the official drop/add period for a particular semester or session unless the credit balance is a result of Title IV federal funds.

In addition, institutional scholarships and grant awards may not exceed student account charges; under no circumstances will a student receive a credit balance refund for institutional scholarships or grants.

Students may be required to pay back refunds if their financial aid award changes. Awards may change when one of the following occurs:

A change in enrollment status
The receipt of outside financial aid assistance

Students withdrawing from school who have received federal financial aid and/or institutional scholarships will have their account adjusted by the appropriate refund schedule. In cases involving federal financial aid, federal guidelines will prevail. In all other cases, the actual cash (credit) refund made to the student will be adjusted to the amount actually paid by the student and family.

Requests for student refunds can be made during normal business hours at the reception desk of the Business Office. Checks will be processed on Tuesdays and Fridays. The following schedule will govern these check processings:

Refund Check Requests Received By Noon On:	**May be Picked Up On:**
Mondays	Tuesdays after 3 p.m.
Thursdays	Fridays after 3 p.m.

FINANCIAL AID

Financing a college education is one of the major concerns for students and parents. The financial aid office at Milligan College assists in completing the necessary steps in applying for aid. Financial assistance is available to eligible students in the form of federal, state, and institutional aid. Milligan College participates in scholarship, grant, loan, and work-study programs.

Any student who applies for admission to Milligan College is eligible to request financial assistance. If admission is offered, financial aid requirements are met, and financial need is demonstrated, Milligan attempts to meet a portion of the student's financial need.

GENERAL REQUIREMENTS FOR TITLE IV FINANCIAL AID

- Apply for admission to Milligan College
- Be accepted and classified as a degree-seeking student
- Be enrolled at least half-time (6 hours per semester for undergraduate students and 4½ hours per semester for graduate students); Federal Pell Grant recipients will remain Pell eligible if enrolled less than half-time
- Demonstrate satisfactory academic progress based on the College's Title IV Federal Financial Aid Satisfactory Academic Progress Policy

Copies of this policy are available in the Financial Aid Office and are mailed with each initial award letter. No student may receive Title IV Federal financial aid as assistance beyond twelve semesters of attendance. Title IV Federal Aid (excluding Federal Work-Study) will generally be disbursed and credited to the student account as follows:

50%	Fall Semester	50%	Spring Semester

Earnings from the Federal Work-Study and Milligan College Work-Study programs are paid directly to the student on a bi-monthly basis and WILL NOT be credited to the student's account.

MILLIGAN COLLEGE PROGRAMS

Available Assistance	Award Criteria	Amounts Available
Honors Scholarships	Milligan's most prestigious merit-based scholarships. To be eligible for these scholarships, applicants must be admitted to the College by January 31. Late applicants will be considered if funds are still available.	Award amounts range from $7,500 to $18,000 annually.
Academic Scholarships	Awards are based on the applicant's ACT/SAT and high school grade point average or previous college GPA (transfer applicants).	Award amounts range from $3,500 to $6,000 annually.
Milligan College Grants	Need-based and determined primarily from financial need. Awards made on the basis of criteria established by the College administration with input from the Scholarship Committee and Financial Aid Office.	Up to $4,000 annually.
Upper Level Area Scholarships	Upperclassmen in each academic area. Based on student's overall GPA and individual promise in designated major.	Award amounts vary. These are one-year awards.
Fine Arts and Music Scholarships	Based on the applicant's ability in theatre, art, or music and the discretion of the respective faculty representative.	Award amounts vary.
Area Outstanding Student Scholarships	Upperclassmen in each academic area. Based on student's overall GPA and individual promise in designated major.	Award amounts vary. These are one-year awards.

Athletic Scholarships	Minimum requirements: Accepted for admission and selected by coach. Scholarships available for Basketball, Baseball, Softball, Volleyball, Tennis, Cross-Country, Golf, and Soccer.	Award amounts vary based on the sport and the student's athletic ability.
NACC Bible Bowl Scholarship	Any member of the first or second place Bible Bowl Team at the North American Christian Convention. Also awards to the top 20 scorers on the Individual Achievement Test. Must maintain 2.5 GPA.	Varying award amounts to Achievement Test top scorers. All recipients must maintain 2.5 GPA.
College Personnel Grant	Individuals employed by the College for at least one year and their dependents (spouse and children).	Up to full tuition for bachelor's degree programs.
Milligan College Work-Study Employment	Full-time (12 credit hours) students who desire work and meet eligibility requirements.	From $721 to $1,442 annually.

All unfunded academic scholarships and the Milligan College Grant are available to full-time students only.

All unfunded academic scholarships and the Milligan College Grant are renewable for up to eight semesters as long as the recipient reapplies each year through the Financial Aid Office and continues to meet the criteria for the scholarship/grant. Students who continue their education beyond the eight semesters will not be eligible for those scholarships. Any exceptions must be made by petitioning the Scholarship Committee before completion of the eight semesters.

Scholarship recipients who leave Milligan College or begin attending on a part-time basis for more than two consecutive semesters must reapply for scholarships and will be treated as a new student.

Scholarship recipients, who lost an area academic scholarship as a result of changing their major, may apply for other academic scholarships by submitting a letter to the Scholarship Committee. If the Scholarship Committee does not award any academic scholarships, the Committee will refer the student's name to the Financial Aid Office to be considered for a Milligan College Grant.

Students receiving athletic scholarships are not eligible for the Alumni and Friends Award, Transfer Scholarship, or Milligan College Grants. These students may be

eligible for the prestigious Honors Scholarships, the Presidential Scholarship, and the Academic Dean's Scholarship.

Institutional scholarships and grants awarded by the College may not exceed Milligan student account charges; under no circumstances will a student receive a credit balance for institutional scholarships or grants.

Scholarship recipients who have failed to meet the minimum grade point average requirements and consequently lose area or academic scholarships may have their scholarship reinstated if the required minimum grade point average is achieved the following semester. The scholarship will then be reinstated for the next semester. No retroactive reinstatement is available. It is the responsibility of the student to notify the Scholarship Coordinator, who will then verify the grade point average with the Registrar's Office and notify the Financial Aid Office to reinstate the scholarship. Students who entered Milligan College prior to the spring 2001 semester and lose scholarships after the spring semester may take summer classes to improve their grade point average. The student will then have the scholarship reinstated for the fall semester after verification from the Registrar's Office of the student's newly calculated grade point average.

STATE PROGRAMS

Available Assistance	*Award Criteria*	*Amounts Available*
State Grant (TN* and PA)	Must be eligible to receive Federal Pell Grant. Money that does not have to be repaid.	*Up to $4,050 per year.
Tennessee Teaching Scholars Program	U. S. citizen and resident of Tennessee with a minimum 2.75 cumulative g.p.a.; must pledge to teach at the public preschool, middle grades, or secondary level in Tennessee for each year the award is received. Application deadline April 15.	Up to $3,000 per year.
Robert C. Byrd Honors Scholarship	Tennessee resident who is an entering freshman with a 3.5 g.p.a. or an average GED score of 57. Students with at least a 3.0 high school g.p.a. with an ACT or SAT in the top quartile nationally (24 ACT; 1090 SAT) may also apply. Application deadline March 1	Award amount based on Federal funding; renewable for a total of 4 undergraduate years.
Ned McWherter Scholars Program	Tennessee resident and U.S. citizen who is an entering freshman with a 3.5 g.p.a. and an ACT or SAT in the top 5% nationally (29 ACT; 1280 SAT). Application deadline February 15.	Up to $6,000 per year for a maximum of four years at an eligible Tennessee postsecondary institution.

Minority Teaching Fellows Program	Tennessee resident and U.S. citizen who is an entering freshman with a 2.75 g.p.a. Continuing college student with a college g.p.a. of 2.5. At least 18 on ACT or 850 on SAT or be in the top 25% of high school class. Agree to teach at K–12 level in a Tennessee public school for one year for each award received. Application deadline April 15.	$5,000 per year; maximum of $20,000 over four years at a Tennessee postsecondary institution.
Christa McAuliffe Scholarship	Tennessee resident and U.S. citizen who is enrolled full-time in a teacher education program at an eligible Tennessee postsecondary institution. Completed one semester of junior year with a 3.5 cumulative g.p.a. ACT or SAT must exceed the national norm. Application deadline April 1.	Award amount based on funding but may not exceed $1,000.
Dependent Children's Scholarship	Dependent children of law enforcement officers, firemen, or emergency medical technicians who were killed in the line of duty while employed in Tennessee. Application deadline July 15.	Award amount based on state funding; coordinated with other aid; renewable for four undergraduate years at an eligible Tennessee postsecondary institution.

*For additional information regarding available financial aid provided by Tennessee, contact Tennessee Student Assistance Corporation 1-800-342-1663 or www.state.tn.us/tsac.

FEDERAL PROGRAMS

Available Assistance	*Award Criteria*	*Amounts Available*
*Federal Pell Grant	Based on results of information submitted on the Free Application for Federal Aid (FAFSA) and Federal Methodology. Need based federal grant.	Awards range from $400 to $3,750
Federal Supplemental Education Opportunity Grant (FSEOG)	Students must have exceptional financial need. Priority given to Pell Grant recipients. Need based federal grant.	Awards range from $250 to $1,000 annually
Federal Perkins Loan	Low interest (5%) loan for students with exceptional need. Repayment beginning 9 months after ceasing to be enrolled less than halftime.	Awards range from $250 to $1,000 annually
Federal Stafford Student Loan Programs Subsidized and Unsubsidized	Must indicate on your award letter your intent to borrow Must complete a Master Promissory Note (MPN) Subsidized—Need based, government pays interest while student is in college. Unsubsidized—Available to all students, not need-based. Interest accrues while student is in college.	Annual Loan Limits $2,625–Dependent 1st Yr. Students $6,625–Independent 1st Yr. Students $3,500–Dependent 2nd Yr. Students $7,500–Independent 2nd Yr. Students $5,500–Other Dependent Undergraduates $10,500–Other Independent Undergraduates $18,500–Graduate or Professional Students

Federal Parent PLUS Loan for Undergraduate Students (PLUS Loan)	Low cost parent loan program, not need-based. Minimum monthly payment $50. Repayment begins within 60 days after loan is disbursed.	Cost - Financial Aid = Annual Eligibility

*The College will recalculate a Federal Pell Grant award for any student who changes his or her enrollment status up to the last date to "add/drop" of a semester. The award amount may increase or decrease, based on the enrollment status change. This policy is applied consistently to all students.

DEFINITION OF TERMS:

Grants: Financial aid programs that do not have to be repaid. Eligibility is determined by the student's financial need.

Loans: Low interest government-subsidized and unsubsidized loans to be repaid after the student leaves school.

Scholarships: Monetary recognition funded by the College (tuition discounting) for full-time students with outstanding academic records who demonstrate academic promise and achievement.

Employment: On-campus jobs to give students an opportunity to earn money while in college. The maximum amount a student may earn (award amount) depends on financial need and the amount of funding the College has for the program. The Financial Aid Office determines monetary awards. The Work-Study Office assigns positions. Wages are paid bi-monthly based on hours worked.

FINANCIAL AID APPLICATION PROCESS

The process of applying for Federal Pell Grant, Federal SEOG, Federal Work/Study, Milligan College Work/Study, Federal Subsidized Stafford Loan, Federal Unsubsidized Stafford Loan, Federal Perkins Loan, Federal Perkins Loan, Federal Parent PLUS Loan, Tennessee Student Assistance Award, Milligan College Scholarship is as follows:

1. Complete a Free Application for Federal Student Aid (FAFSA) and submit it to the federal processor.
   a. Be sure to include Milligan's code (003511) on the FAFSA
   b. For a Tennessee Student Assistance award, students should complete the FAFSA by March 1.
2. Milligan College Financial Aid/Scholarship Renewal Application:

a. Incoming students are not required to complete this application. An admission application must be completed, and students must receive acceptance into the College.
b. Returning students must complete this application to renew their initial academic/athletic scholarship and/or Milligan College Grant award.

3. To accept a Federal Stafford Loan students must indicate their intent to borrow on their award letter and return a signed copy of the letter to the Financial Aid Office. Loans will be certified electronically. Before loans will be processed students must sign a Master Promissory Note (MPN) with their lender. More information may be obtained from banks, lending institutions, or the Tennessee Student Assistance Corporation.
4. Federal Parent Plus Loan Applications may be obtained from a bank or the Financial Aid Office. The completed loan application must be submitted to the Financial Aid Office for certification. The application will be mailed to the bank of the borrowers choice for final processing. More information may be obtained from banks, lending institutions, or the Tennessee Student Assistance Corporation.
5. Quickly respond to any other document requests you receive from the Financial Aid Office.

FINANCIAL AID CALENDAR

February 1	Priority Deadline for mailing the Free Application for Federal Student Aid (FAFSA) to the processor
March 1	Priority Deadline for having your financial aid file complete

It is important to meet the priority deadlines and to respond quickly to requests from the Financial Aid Office for additional documentation. Some awards are issued on a first-come, first-served basis.

STUDENT RIGHTS AND RESPONSIBILITIES

As recipients of Federal student aid (as opposed to state, institutional, or private aid), students have certain rights and responsibilities. Being aware of these rights and responsibilities enables students to make informed decisions about their educational goals and the best means of achieving them.

STUDENT RIGHTS

All students have the right to know:

a. The cost of attending a particular school and the school's policy on refunds to students who withdraw.
b. The range of available financial assistance, including information on all Federal, state, local, private, and institutional financial aid programs.
c. The identity of the school's financial aid personnel, their location, and how to contact them for information.
d. The procedures and deadlines for submitting applications for each available financial aid program.
e. The methods through which the school determines financial need. This process includes methods of determining costs for tuition and fees, room and board, travel, books and supplies, and personal and miscellaneous expenses. It also includes the resources considered in calculating need (such as other outside scholarships, veteran benefits, etc.).
f. What percentage of the student's financial need, as determined by the school, has been met?
g. How and when the student receives financial aid.
h. An explanation of each type and amount of assistance in the financial aid package.
i. The interest rate on any student loan, the total amount that must be repaid, the acceptable time frame for repayment, and any applicable cancellation or deferment (postponement) provisions.
j. Work Study Guidelines if a federal work-study job is assigned (nature of job, required hours, pay rate, and method of payment).
k. The school's policy in reconsidering your aid package if you believe a mistake has been made, or if your enrollment or financial circumstances have changed.
l. The manner in which the school determines satisfactory academic progress according to guidelines for receiving Federal Title IV financial assistance and the school's policies for addressing unsatisfactory academic performance. Copies of the Title IV Satisfactory Progress Policy are available in the Financial Aid Office and are mailed with each initial award letter

STUDENT RESPONSIBILITIES

All students must:

a. Complete the application for student financial aid and submit it on time to the correct place. Errors can delay or prevent the awarding of aid.
b. Know and comply with all deadlines for applying or re-applying for aid.

c. Provide all documentation, corrections, and/or new information requested by either the Office of Financial Aid or the agency to which the application was submitted.
d. Notify the Office of Financial Aid of any information that has changed since the original application was completed.
e. Read, understand, and keep copies of all financial aid forms signed.
f. Repay any student loans. Signing a promissory note indicates agreement to repay the loan.
g. Attend both an entrance and exit interview at the school if awarded a Federal Perkins Loan, Federal Subsidized Stafford Loan, or Federal Unsubsidized Stafford Loan in order for a transcript or diploma to be released.
h. Notify the Office of Financial Aid and the lending institution(s) of any change in name, address, or enrollment status (the number of credits in which a student is enrolled during any given semester).
i. Demonstrate satisfactory performance in any assigned Federal Work-Study job.

For more financial aid information, contact:

MILLIGAN COLLEGE FINANCIAL AID OFFICE
P. O. BOX 250
MILLIGAN COLLEGE, TN 37682
1-800-447-4880 (423) 461-8949/8967
http://www.milligan.edu

VETERANS EDUCATION BENEFITS

Milligan College is eligible to receive veterans and other eligible persons who are entitled to benefits under Chapters 30, 32, and 35 (Title 38 United States Code), and Chapter 1606 (Title 10 United States Code).

New and transfer student veterans are required to provide a photocopy of Member Copy 4 of Department of Defense (DD) Form 214, *Certificate of Release or Discharge from Active Duty*, a copy of DD Form 2366 Montgomery GI Bill Act of 1984 (GI Bill election form), if available, or other veterans educational assistance benefit entitlement/eligibility documents, including but not limited to college fund contracts if any. Reservists and members of the National Guard need to provide DD Form 2384, *Selected Reserve Educational Assistance Program Notice of Basic Eligibility*. Dependents of totally and permanently service-connected disabled (or deceased) veterans applying for educational assistance benefits should provide a copy of the disabled veteran *Rating Decision* or a copy of their USDVA *Certificate of Eligibility*, if received from a previously submitted application.

Veterans in an undergraduate standing are required to provide any available official uniformed services evaluations of education, training, and experience that have been prepared in accordance with the *American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services and/or National Guide to Educational Credit for Training* ("ACE Guides"). Academic credit is generally awarded for formal education and training only.

To receive VA education benefits while attending Milligan College, undergraduate students must meet the following academic standards.

Sophomores (26 hours earned) must have a 1.6 GPA.
Juniors (58 hours earned) must have a 1.8 GPA.
Seniors (92 hours earned) must have a 2.0 GPA.

Payments are made each month directly to the veteran. The Veterans Administration provides counseling and vocational planning services for any veteran who needs this assistance. Students who desire additional information may contact their nearest Veterans Administration Office or write to the Registrar's Office of Milligan College.

ACADEMIC POLICIES

GENERAL POLICIES

The candidate for the bachelor's degree must have completed a major, minor, and electives to total a minimum of 128 hours of credit.

Students may graduate under the regulations prescribed in the *Catalog* in effect at the time of their entrance into the College, provided these requirements are met within six years; otherwise they are required to meet current degree requirements. The six-year limitation is extended for the length of time in military service for students who enter service after enrolling at Milligan College.

Rising juniors are required to take the Academic Profile, a test covering general knowledge.

Graduating seniors are required to take an examination or complete a capstone experience to demonstrate knowledge in their major field of study.

Students diagnosed as having a deficiency in math, reading, study skills, and/or writing must enroll in the appropriate Developmental Studies course(s) as a graduation requirement. Hours earned below the 100 level will not count toward the 128-hour graduation requirement.

Some courses listed in the *Catalog* are not offered every year. Students should consult with their advisers to plan their curriculum.

Bible 123 and 124 must be taken in the first two semesters a student is enrolled in Milligan College and may not be taken at another institution post-matriculation. Bible 471 is taken during the senior year and only at Milligan College.

Humanities 101 and 102 are required of all freshmen. Humanities 201 and 202 are required of all sophomores. Once a student enrolls in the traditional undergraduate program at Milligan College, still needing humanities courses as part of the core, those courses must be taken at Milligan College.

Psychology 100 is required of all freshmen during the first semester of attendance.

The Human Performance and Exercise Science general education requirements should be satisfied in the freshman year.

Milligan College makes no provision for a system of allowed absences, sometimes called "cuts." The student is expected to attend all sessions of classes. Absence from any class session involves a loss in learning opportunity for which there is no adequate compensation. The instructor's evaluation of the student's work is necessarily affected by absences. Penalties for absences are stated in individual class syllabi.

All classes must meet during final exams week for an exam or another significant educational activity. The general policy is that students may not reschedule final exams; however, if a student has three (3) exams scheduled on the same day, then he or she may request permission to reschedule one at a later date. Any approval for exam rescheduling will be by the agreement of the instructor and the Dean. The student should submit a request for rescheduling an exam to the Dean with faculty endorsement attending the request.

CEREMONY OF MATRICULATION

After all admission requirements have been met, including orientation activities at the beginning of the year, the candidate for admission may participate in the Ceremony of Matriculation.

The Ceremony of Matriculation occurs during the first week of the semester. At the conclusion of a general assembly, the candidates are escorted to the Matriculation Book which they sign and officially become members of the Milligan Community.

THE COLLEGE CALENDAR

The Milligan College calendar of classes is organized on a semester basis. The College also offers a summer session consisting of two 4½-week terms or one 9-week term. In addition to these regularly scheduled terms, students may earn one or two semester hours of credit by independent study during winter and/or spring intersessions. Winter intersession is the period between the fall and spring semesters; spring intersession is the period between the spring semester and the summer session. Intersession courses shall count as residence credit.

ADVISERS

All freshmen entering Milligan College are assigned a faculty mentor who will function as the academic adviser for that year. All other students will be assigned an adviser, usually from within the discipline in which the student is majoring. Milligan College requires regular meetings between students and their academic mentors or advisers—three meetings per semester for freshmen, and two per semester for all other students. One of those meetings is used to approve a

student's schedule of classes for the following semester. Midterm grades are made available through a student's adviser. Failure to meet with academic advisers will result in an unsatisfactory grade in Public Programs.

Students are especially encouraged to consult with advisers on a regular basis. **While a student's satisfactory progress toward graduation is the responsibility of the student**, regular contact with one's adviser can help ensure timely progress toward graduation.

CHAPEL/CONVOCATION

Each semester Milligan College sponsors a chapel and convocation series consisting of programs of a broad range of interest for the intellectual and spiritual growth of its students.

Attendance at these services is required of all full-time, undergraduate traditional students. Eight semesters of satisfactory chapel/convocation attendance are required for traditional undergraduate students completing all course work at Milligan College. Students who do not attend the required number of services are not eligible to return to Milligan College for the following semester.

GRADING SYSTEM

The terms used in evaluating a student's work are letters with a grade point value. Advancement to the baccalaureate degree is contingent upon the completion of 128 semester hours with a total of 256 quality points and a cumulative grade point average of 2.0. The grade point average (GPA) is determined by dividing the total number of quality points by the GPA hours. The following table of values is observed in all courses.

Grade	Quality Points	Grade	Quality Points
A	4.0	D+	1.3
A-	3.7	D	1.0
B+	3.3	D-	0.7
B	3.0	F	0.0
B-	2.7	S	Satisfactory (none)
C+	2.3	U	Unsatisfactory(none)
C	2.0	W	Withdrawal (none)
C-	1.7	I	Incomplete (none)

With the approval of the instructor and the adviser, a student may withdraw from a class through the eleventh week of classes. Courses dropped are evaluated with the grade "W." Withdrawal from a class with a "W" after the eleventh week of classes requires the consent of the instructor, the adviser, and the Dean and will only be considered in extenuating circumstances. The signed withdrawal form must be

received in the Registrar's Office before the end of the last class day (not including final exam week) of the term.

GRADUATION REQUIREMENTS

ELIGIBILITY FOR PARTICIPATION IN GRADUATION CEREMONIES

It is the policy of Milligan College that only students who have completed all degree requirements participate in graduation ceremonies. Degrees are conferred three times a year, at the end of the fall, spring, and summer terms.

NOTICE OF INTENTION TO GRADUATE

During the first two months of the senior year (the next to the last semester), each candidate for a degree shall file a Notice of Intention to Graduate (application for degree) with the Office of the Registrar. Candidates must be certified for graduation by the Registrar's Office by completing a credit audit.

All fees and financial and library obligations shall be settled in full two days before the date on which the degree is to be conferred. All incompletes must be resolved at least two days before commencement. Neither the diploma nor transcripts can be released until all accounts are cleared.

All candidates for degrees are encouraged to take advantage of the placement service in the Career Development Office, located in the McMahan Student Center.

HONORS

Students who have completed all requirements for the baccalaureate degree are awarded academic honors if the cumulative grade point average is 3.5 or greater. The degree with honors is divided into three levels as follows: Summa Cum Laude, based on a grade point average of at least 3.95; Magna Cum Laude, based on a grade point average of at least 3.75; and Cum Laude, based on a grade point average of at least 3.50. Honors are determined at the close of the next to last semester prior to graduation.

Transfer students may not receive honors greater than the level warranted by the grade point average earned at Milligan College.

At the close of each semester, the Office of the Dean publishes a list of students who have done outstanding work during that semester. The Dean's List is composed of students who earned semester grade point averages of 3.50 to 4.00.

PROBATION AND DISMISSAL OF UNDERGRADUATE STUDENTS

An undergraduate student who fails to receive a 2.0 grade point average during any semester of enrollment in Milligan College or who fails to have a 2.0 cumulative grade point average is placed on academic probation or dismissed. The student's social behavior and attitude exhibited toward academic pursuit are factors in determining probation or dismissal. If the student on probation fails to achieve a 2.0 the following semester, the College is not obligated to grant the privilege of further study at Milligan College.

Milligan College is seriously concerned that every student who enters the College makes progress toward the attainment of a degree. Consequently academic progress is judged to be paramount to the many extracurricular activities that are available to Milligan College students. Every student is encouraged to participate in extracurricular activities; but, in those cases where participation is deemed to be detrimental to the student's academic progress, it is the policy of the College to limit such participation. To participate, the student must maintain the following grade average: rising sophomores, a 1.6; and rising juniors and seniors, a 2.0. Additional limitations may be imposed as deemed appropriate by the Dean.

GRADE REPORTS

The Registrar issues student grade reports to the parent or guardian following mid-semester and final examinations. Upon request the Registrar issues grades directly to a financially independent student.

CLASSIFICATION

Progress toward the baccalaureate degree is measured by four ranks or classes, which are determined by the number of hours earned. These are freshman; sophomore, 26 hours; junior, 58 hours; senior, 92 hours.

TRANSCRIPTS

Official transcripts of the student's academic record in Milligan College are furnished only upon the request of the student. Requests must be addressed to the Registrar's Office and must be signed by the student. A one-time transcript fee is charged to all matriculating students. This is a lifetime fee for all transcripts. Transcripts are withheld if the student or alumnus has an unsettled obligation to the College.

WITHDRAWAL

FROM COLLEGE

No student may withdraw from the College without the permission of the Dean. Upon securing the consent of the Dean, the student is expected to meet all obligations involving instructors, fellow students, deans, residence hall directors, the vice president for business and finance, and the registrar. The withdrawal process begins and ends in the Office of the Vice President for Student Development; other college offices (Dean, Registrar, Financial Aid, Student Accounts) are notified of the student's withdrawal.

Students who leave the College without fulfilling these obligations receive "Fs" in all courses in which they are enrolled and forfeit any returnable fees which may have been paid to the College.

Students withdrawing from the College during the first eleven weeks of the semester (or the equivalent of 11/15 of an academic term when the term length is other than 15 weeks) will receive a grade of "W" in all courses. Withdrawals from the College after the eleventh week will be recorded with "W" or "F" at the discretion of the instructor. A student who does not withdraw by the official procedure will receive an "F" for each course.

The College may administratively withdraw a student who is not attending class or otherwise not demonstrating a serious academic effort.

FROM A CLASS

A student may, with the approval of the instructor and the adviser, withdraw from a class (except Bible 123, 124; Humanities 101, 102, 201, or 202; Developmental Studies) through the eleventh week of classes (or the equivalent of 11/15 of an academic term when the term length is other than 15 weeks). Classes dropped are evaluated with the grade "W." Withdrawal from a class with a "W" after the eleventh week of classes requires the consent of the instructor, the adviser, and the Dean and will only be considered in extenuating circumstances. The signed withdrawal form must be received in the Registrar's Office before the end of the last class day (not including final exam week) of the term.

INFORMATION TECHNOLOGY

MCNET

Milligan College has installed a campus local area computer network, MCNet, that links all residence hall rooms with faculty and staff offices in addition to providing access to the Internet, application programs, and library services.

Milligan College students may either connect a computer they bring to campus in their residence hall room or use a computer in one of the campus computer labs. Residence hall room computers may be connected to MCNet, provided that the student's computer conforms to minimum requirements (available from the Information Technology department). Lab computers are already connected to MCNet. Examples of software available in the computer labs include Microsoft products (e.g., Word, Excel, Access, and PowerPoint), Logos (a Bible program), and other application programs specific to certain courses. Electronic e-mail accounts are provided for students so that they may send and receive e-mail both locally and across the Internet.

A Computer Use Policy has been developed and implemented outlining expected behavior when using the computer network. Students are expected to conform to provisions outlined in the policy. A copy of this policy is available on the Milligan College web site.

For further information or answers to questions, contact Information Technology at (423) 461-8704 or visit the Milligan College Information Technology web site at http://www.milligan.edu/Computer_Services/comserv.htm.

MCNET IN THE RESIDENCE HALL ROOMS

Each residence hall room has a network connection for each bed to provide access from the students' own computers to the campus network. The computer must have an approved Ethernet network adapter card installed. These cards can be purchased in the College Bookstore. Students are responsible for installation of network adapters and protocols. The Information Technology department will furnish necessary information pertaining to network access.

For the recommended minimum computer configuration for connecting to the network, call (423) 461-8704 or visit the Milligan College Information Technology web site at:
http://www.milligan.edu/Computer_Services/comserv.htm.

Because of limited resources and staff, Milligan College has standardized on Intel architecture and Microsoft Windows operating systems. Therefore, Milligan College does not recommend that students connect Macintosh or other non-Intel based computers to MCNet. However, students with Macintosh or other non-Intel based computers are permitted to connect to MCNet on the condition that no support is to be expected from the Information Technology department. The Information Technology department only guarantees a connection to the plug in the residence hall room. Connecting a Macintosh or other non-Intel based

computer limits the student to only e-mail and Internet access. For further information or answers to questions, contact (423) 461-8704.

COMPUTER LABS

Four networked computer labs are located on campus. The Kegley Computer Lab, which keeps regular library hours, is located on the lower level of the P.H. Welshimer Memorial Library building and contains twenty computers. The Derthick Computer Lab is open some weekday evenings and has twenty-five computers for student use. However, most computer classes are held in the Derthick Computer lab, which limits its availability. The Jones Computer Lab is located in the Paxson Communication Center and has ten computers and an optical image scanner. It is open some weekday evenings and some time each weekend upon request. Several classes use this lab due to the special equipment installed, which limits its availability. A fourth lab is located on the third floor of Hardin Hall, which houses the Nursing and Occupational Therapy programs. There are 10 computers in this lab and it is available upon request.

Each lab also has at least one letter quality printer, and a lab assistant is on duty each evening and on weekends in the Information Technology department to assist students in using the available resources. Assistance from the IT Help Desk is available by dialing (423) 461-8704.

LIBRARY SERVICES

Students find in the P. H. Welshimer Memorial Library a wide variety of materials to support their academic work and leisure time reading. These resources include traditional library materials: books, journals, magazines, documents, papers, correspondence, compact discs, phonograph records, audiocassettes and videocassettes. Many information databases on compact discs and online are available as well. Special collections within the Library contain materials on the history of Milligan College, the Restoration Movement, and the local area.

The Library participates in resource-sharing agreements with the libraries of Emmanuel School of Religion, East Tennessee State University (main campus and medical school), and Holston Associated Libraries, Inc. (HAL). HAL consists of Milligan and six additional libraries in the region. The computer system displays in each library the holdings of all six libraries in a shared catalog. Materials are readily lent among the libraries. Many additional features of the system enhance information exchange and resource sharing. Through these agreements, Milligan students have access to many materials beyond the considerable holdings of the Welshimer Library. Further, membership in the Southeastern Library Network provides interlibrary loan access to the holdings of thousands of additional libraries worldwide.

WRITING AND STUDY SKILLS CENTER

The Writing and Study Skills Center is a place where any student can access resources and receive instruction and tutoring for academic success. Located in Derthick 102, the Center is staffed by a Writing and Study Skills instructor and Humanities tutors and is open during the day and on Monday, Tuesday, and Wednesday evenings.

LEARNING DISABILITIES

1. Students are responsible for making their learning disabilities known to Milligan College. Students who wish to have special accommodations for their learning disabilities shall submit documentation for those needs to the Dean. Appropriate documentation shall consist of:
   a) evidence of previous school accommodation (Individualized Educational Plan [IEP] developed within the three years prior to submission by the student to the Dean with specific modifications of the learning program listed) and
   b) a report of an evaluation conducted within the three years prior by a psychologist, psychiatrist, or properly certified educational diagnostician, diagnosing the learning disability and making specific remedial recommendations.
2. For each student requesting accommodation, the Dean will request an evaluation of the documents by the professional Counseling Staff and/or Special Education faculty of Milligan College. This evaluation should:
   a) verify the adequacy of the documentation.
   b) suggest a plan of action, with specific accommodations to the student's learning program at Milligan.
3. Based on the documentation and evaluation, the Dean will notify the student's instructors each semester of the plan of action and specific accommodations that are to be granted.
4. When a student's documentation is lacking or insufficient or is considered outdated, it may be necessary to secure a psychologist's evaluation. The need for a psychologist's evaluation will be established by the professional Counseling Staff of Milligan College. In such cases, the student will be referred to a local psychologist for evaluation. It shall be the student's responsibility to secure the needed evaluation by sufficiently trained psychologists. Without the completion of this step, the College will assume no responsibility for accommodations. The College Counseling Staff might be consulted for direction to clinicians to perform the evaluation.

5. In cases where either faculty members or students believe that the accommodations have been established in error, or where extenuating circumstances are present that are not adequately addressed in the documentation, an appeal can be made to the entire ADA Committee. All appeals shall be made in writing to the Vice President for Student Development. Final decisions of the ADA Committee will be considered binding.

6. Students who have been granted accommodations for learning disabilities and believe they are not receiving those accommodations from instructors at Milligan shall have the right to make specific appeal to the Dean for enforcement of the plan of action.

TESTING SERVICES

All entering students are evaluated in the basic skills of reading, writing, and mathematics. Proficiency in these basic areas is a graduation requirement. Services are provided to help students attain these proficiencies (see Developmental Skills Program).

Students seeking teacher licensure are required to pass, at the state established norms, the screening exams by the State of Tennessee and the Milligan College education faculty.

The Miller Analogies Test (MAT) is administered on an individual basis for those entering graduate studies. The MAT may be scheduled through the Testing Office.

The Academic Profile exam evaluates students in general education requirements and is administered to all returning juniors prior to registration in the fall.

The senior major exam, which is required of all baccalaureate degree-seeking students and evaluates the students in their major fields of study, is administered on the last day of classes in December for December graduates and the last Friday of March for spring and summer graduates. In some instances, the major exam is incorporated into a senior-level course in the major.

Milligan College recognizes that not all college-level learning occurs in a college classroom and awards credit earned by testing. The Testing Office evaluates and/or administers the following testing programs:

Advanced Placement Program
College Level Examination Program (CLEP)
DANTES Program

Milligan College students may submit scores on examinations taken through these programs to the Registrar for evaluation. College credit will be granted on the basis of an acceptable score earned through these testing programs as determined by the Academic Committee rather than by the testing company under the following conditions:

1. At least one semester of work must be completed in Milligan College before credit earned by testing will be recorded on the transcript.
2. No credit by exam will be allowed after a student has earned a cumulative total of 64 hours of college credit.
3. A maximum of 32 semester hours can be earned by testing.
4. A recording fee of $10.00 per hour will be charged.

The Adult Education Office processes the following programs:

Evaluation of military credit

American Council on Education's *National Guide to Educational Credit for Training Programs*

Program on Noncollegiate Sponsored Instruction (PONSI)

The American Council on Education and the Program on Noncollegiate Sponsored Instruction evaluate some corporate training as well as some proprietary programs (e.g., the Dale Carnegie Public Speaking course).

TRANSFER CREDIT POLICY

Beginning spring 2001, when Milligan College receives transfer credit, only the credit hours will be posted to the student's transcript. No grades will be recorded for the transferred credit. Quality points for transfer credits will not be included in the Milligan College grade point average. Milligan College will not accept any transfer credit for courses at other institutions for which a grade below a C- was earned. The minimum number of credit hours earned at Milligan toward a bachelor's degree shall be 45. Students who have already come to Milligan, or were evaluated by the Registrar under the previous standard (32 hours), will be allowed to graduate under the previous standard.

After matriculation, for undergraduate students in traditional programs, no transfer credit will be allowed for: Freshman and Sophomore Humanities (Humanities 101, 102, 201, 202); Christ and Culture (Bible 471); Old and New Testament Survey (Bible 123, 124).

The transfer of credits after matriculation requires advance advising and approval. A matriculated student may receive credit from another institution only if appropriate signatures are secured before taking the course. "Appropriate

signatures" are defined as the signature of any one of the three Registrars and, if deemed necessary by the Registrar, the signature of the student's adviser or area chair.

A minimum of one-third of the hours within a major must be earned at Milligan College in order to receive a degree from Milligan.

Students enrolled concurrently at another institution must count the number of hours with the hours at Milligan College in determining a full load for the semester.

COURSE REPEAT POLICY

A student may repeat any course taken at Milligan College by registering for the course and completing a "Course Repeat Form" in the Registrar's Office. Only the most recent grade is included in the grade point average. The original grade is not removed from the academic record, but the grades for each subsequent completion of the course are noted in brackets on the academic record. Students will not receive additional credit hours for repeated courses in which they originally earned a passing grade. For additional information about the course repeat policy, contact the Registrar's Office.

CORRESPONDENCE CREDIT

After entering Milligan College, students desiring to take correspondence courses through another college must have prior written approval from the Registrar. Only six semester hours of correspondence study are recommended, and no more than twelve semester hours are accepted toward a degree program. A student enrolled for a correspondence course must count the number of correspondence hours with the regular semester load in determining a full load for the semester. A transcript should be sent to the Milligan College Registrar's Office upon the completion of the course.

ACADEMIC PROGRAMS

Milligan College offers students a Christian liberal arts education in a community of inquiry, responsibility, and caring.

The term "liberal arts" often is used to refer to a body of knowledge, concentrated in the humanities. This subject matter is meant to educate a student broadly about the historical, philosophical, and literary basis of our modern society. At Milligan College, these subjects are always taught from a perspective of God's activity with humanity; thus, Biblical studies are also a critical element. The College's strong core curriculum, with an interdisciplinary humanities program and Bible, certainly teaches the "liberal arts."

But liberal arts is also a way of describing an education that seeks to prepare students to think, to inquire about the nature and meaning of the world, and to analyze information and ideas. A liberal arts education orients students toward the world in an open and constructive way, to lead and to serve. Learning from a liberal arts perspective prepares one for an ever-changing world. This approach to the liberal arts is our goal at Milligan College.

In Milligan College's educational model, the student is expected to acquire a general education by following a rationally determined pattern of course requirements comprised of required and optional courses in the various major disciplines. Every baccalaureate degree-seeking student must fulfill the requirements of a faculty-approved major. The declaration of the major is made no earlier than the second semester of the freshman year. With only a few exceptions, students are required to pursue another less extensive study in a discipline outside the major discipline, known as a minor.

REQUIREMENTS FOR A DEGREE

Milligan College grants three baccalaureate degrees and two master's degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Science in Nursing (B.S.N.), Master of Education (M.Ed.), and Master of Science in Occupational Therapy (M.S.O.T.).

BACCALAUREATE DEGREES

A minimum of 128 semester hours is required for graduation with any baccalaureate degree. A student transferring from another college must be in residence during the three semesters (may include one nine-week summer session) immediately preceding graduation and must successfully complete not fewer than

45 of the 128 required semester hours through instruction at Milligan College. A minimum of one-third of the hours within a major must be earned at Milligan College.

Students may earn a second baccalaureate degree distinct from the first in major, minor, and degree type and subsequent to the completion of the first degree by completing at least thirty semester hours in another major and minor.

BACHELOR OF ARTS DEGREE

The Bachelor of Arts degree is conferred in all fields in which the College offers a major, with the exception of Nursing. Foreign language proficiency is required through the intermediate level. The specific degree requirements are found in the description of each major or program.

BACHELOR OF SCIENCE DEGREE

The Bachelor of Science degree is conferred in the fields of Accounting, Biology, Business Administration, Chemistry, Communications, Computer Information Systems, Computer Science, Early Childhood Development, Human Performance and Exercise Science, Mathematics, Psychology, and Sociology.

BACHELOR OF SCIENCE IN NURSING DEGREE

The Bachelor of Science in Nursing degree prepares students for worldwide professional nursing career opportunities and for graduate study. Upon satisfactory completion of the generic nursing program requirements, graduates of the program become eligible to sit for the NCLEX-RN licensure examination. Students complete general education and major requirements which total a minimum of 134 semester hours. Because of the extensive requirements in the major, candidates for the Bachelor of Science in Nursing degree are not required to select a minor.

MASTER'S DEGREES

MASTER OF EDUCATION DEGREE

The Master of Education (M.Ed.) program includes both initial licensure and advanced degree options. These programs are designed for prospective teachers (initial licensure) and licensed teachers (advanced degree), and are available in several licensure fields including early childhood education (Prekindergarten–grade 4), middle grades (grades 5–8), secondary (7–12), and several K–12 specialty areas. Initial licensure candidates in any of the above licensure fields may finish the program in two summers and one academic year (i.e. fifteen months). The advanced degree program is a two-year sequence with core courses offered in four consecutive fall and spring semesters plus electives available in

fall, spring, and summer terms. Students in either of the programs may choose to extend course work beyond the typical program completion period.

The initial licensure program is designed for students who have a non-education baccalaureate degree with a strong general education component and one or more specialty or endorsement areas (or majors). This program consists of 42 to 45 semester hours. The advanced degree program is designed for licensed teachers who wish to enhance existing professional competencies or pursue additional licensure or both. This program is closely tied to the National Board for Professional Teaching Standards certification process. This program consists of 36 semester hours (a twenty-four credit core and twelve elective credits).

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY DEGREE

The Master of Science in Occupational Therapy degree program is designed for students who have an earned bachelor's degree and who have completed the prerequisite requirements for admission to the program. Baccalaureate degrees can be in a variety of academic areas, some of which include human performance and exercise science, human development, sociology, biology, and psychology.

The Master of Science in Occupational Therapy degree program promotes integration and utilization of theory and practice in the art and science of occupational therapy and prepares students to meet the entry-level standards of the American Occupational Therapy Association.

GENERAL EDUCATION REQUIREMENTS

The core curriculum for baccalaureate degrees at Milligan College is designed to provide students with a broad foundation for life-long learning and for further study in specific disciplines. Toward that end, students who complete the core curriculum should show evidence of the following with regard to their knowledge, skills, and attitudes:

A. the ability to read texts critically, to discern their presuppositions and implications, and to evaluate intelligently their effectiveness.

B. the ability to recognize and appreciate different literary and artistic forms, to perceive how form and content are related, and to recognize the interconnections among academic disciplines.

C. an abiding awareness of how the present is linked to the past through formative ideas and events of Western—and to a lesser degree of non-Western—civilizations.

D. a broad and appreciative understanding of human beings and human life in global, local, and personal contexts.

E. a knowledge of the content of the Bible, as well as an understanding of how historical, cultural, and social contexts affect the Bible's composition, reception, interpretation, and lived application.

F. the ability to write effectively, utilizing the conventions of standard written English.

G. the ability to undertake basic academic research, employing a variety of learning resources and technologies.

H. the ability to recognize the factors that influence human communication and to demonstrate this understanding by researching, preparing and delivering a variety of effective public speeches.

I. the ability to think logically and reason effectively, utilizing scientific and mathematical methodologies to solve problems.

J. for bachelor of arts candidates, an intermediate proficiency in a modern language other than one's native language, or translation skill in an ancient language.

K. the ability to perform a variety of physical activities, to incorporate those skills into a physically active lifestyle, and to understand and appreciate the benefits of that lifestyle.

In order for students to meet the desired outcomes listed above, the following general education courses, in addition to courses in a major and a minor, are required for all Milligan College students:

1. Old Testament Survey (BIBL 123), New Testament Survey (BIBL 124), and Christ and Culture (BIBL 471). (9 hrs total)

2. Freshman Humanities (HUMN 101 and 102) and Sophomore Humanities (HUMN 201 and 202). (24 hrs total)

3. English Composition (ENGL 103) (A course designed for students who have not achieved a C or above in the writing component of Humanities 102 and for transfer students who need additional instruction in writing; taken prior to or concurrent with HUMN 201). (1 hr total)

4. Introduction to College and Careers (PSYC 100). (1 hr total)

5. Fitness for Life (HPXS 101) and one additional hour of activity. (2 hrs total)

6. Eight credit hours of laboratory science from Biology, Chemistry, Physics, or Kinesiology and Biomechanics (HPXS 352). (8 hrs total)

6. Six credit hours of social learning courses, to be selected from Economics, Geography, Political Science, Psychology, or Sociology.

7. Three credit hours of ethnic studies, to be chosen from the following courses: Biblical Interpretation around the World (BIBL 432); World Cinema (COMM 441); African-American Narrative Literature (ENGL 362); World Geography: The Developing World (GEOG 202); History of Africa (HIST 295); History of Islam (HIST 406); Seminar on Vietnam (HIST 480); Chinese History and Culture (HIST 495); Japanese Literature (HUMN 285); Introduction to Ethnomusicology (MUSC 150); Comparative Religions (RELG 350), Religion, Culture and Peoples of Africa (RELG 495), Introduction to Cultural Anthropology (SOCL 210), Latin American Cultures (SOCL 295), Race and Ethnic Relations (SOCL 314), Aspects of Intercultural Studies (SOCL 360). (3 hrs total)

8. Speech Communication (COMM 102 or an acceptable substitute). (3 hrs total)

9. Three credit hours of Mathematics. (3 hrs total)

10. For bachelor of arts students, foreign language through the intermediate level. (6–12 hrs total)

COMPUTER LITERACY REQUIREMENT

Graduates of Milligan College degree programs must demonstrate competency in the basic use of computers, including basic operating system skills, word processing, e-mail, and library and research skills.

First-time students must complete the computer literacy and library assignments in Psychology 100 with 65% accuracy. Students who do not complete the assignments with 65% accuracy must enroll in CIS 275 Windows Applications before graduation. This course must be completed with 65% accuracy or the course must be repeated.

Transfer students who have not completed a computer literacy course at another institution may complete the computer competency exam during new student

orientation. Students will be informed of this option at the time their transcripts are evaluated. Students who do not complete the computer competency exam during new student orientation with 65% accuracy must enroll in and successfully complete a course with a significant computer component approved by the Registrar's Office before graduation.

BAMA students must complete CIS 275 Computer Applications for Business. This course must be completed with 65 % accuracy or the course must be repeated.

Master of Education students will complete assignments in EDUC 511 and EDUC 512 with 70% accuracy. Successful completion of EDUC 511 and EDUC 512 are required for graduation.

Master of Occupational Therapy students will complete assignments in OT 685 with 80% accuracy. Successful completion of OT 685 is required for graduation.

CONTINUING EDUCATION

Short, non-credit courses are offered during the fall, spring, and summer to adults who wish to acquire new skills or who wish to update or expand existing abilities. Popular courses include Introduction to Computers, Windows, Microsoft Word, Microsoft Excel, PowerPoint, and Using the Internet. Students who wish to enroll in a continuing education course are not required to seek admission into the College. For further information, call (423) 461-8704.

PROGRAMS, MAJORS, AND MINORS

	Program	Major	Minor	BA	BS	BSN	Grad
Accounting		X	X	X	X		
Art			X				
Bible			X				
Bible/Ministry		X		X			
Biology		X	X	X	X		
Business Administration		X	X	X	X		
Chemistry		X	X	X	X		
Christian Education		X	X	X			
Christian Ministry			X				
Coaching			X				
Communications		X	X	X	X		
Computer Inform. Systems		X	X	X	X		
Computer Science		X	X	X	X		
Early Childhood Develop.		X		X	X		
Economics			X				
Education (See Page 144)							X
Educational Studies			X				
English		X	X	X			
Exercise Science			X				
Film Studies			X				
Fine Arts: Art	X	X		X			
Fine Arts: Photography	X	X		X			
Fine Arts: Theatre	X	X		X			
Fitness and Wellness			X				
French			X				
General Science			X				
Greek			X				
Health Care Administration			X				
History		X	X	X			
Human Perform. & Ex. Sci.		X		X	X		
Humanities		X		X			
Humanities: French		X		X			
Humanities: Spanish		X		X			
Legal Studies			X				
Mathematics		X	X	X	X		
Missions		X	X	X			
Music (Gen. Music Studies)	X	X	X	X			
Music Education	X	X		X			
Music Ministry	X	X	X	X			
Nursing	X	X				X	
Occupational Therapy							X
Philosophy			X				
Photography			X				
Physical Education			X				
Physical Science			X				
Political Science			X				
Psychology		X	X	X	X		
Sociology		X	X	X	X		
Spanish			X				
Theatre Arts			X				
Youth Ministry		X	X	X			

PROGRAMS, MAJORS, AND MINORS BY AREA

Biblical Learning (R. David Roberts, Area Chair)

Majors:
- Bible/Ministry
- Christian Education
- Missions
- Youth Ministry

Minors:
- Bible
- Christian Education
- Christian Ministry
- Missions
- Youth Ministry

Humane Learning (Jack L. Knowles, Area Chair)

Majors:
- English
- Humanities
- Humanities: French
- Humanities: Spanish

Minors:
- English
- French
- Greek
- Philosophy
- Spanish

Nursing (Melinda K. Collins, Interim Director)

Major:
- Nursing

Occupational Therapy (Daniel W. Poff, Director)

Master of Science in Occupational Therapy

Performing, Visual, and Communicative Arts (Richard Major, Area Chair)

Majors:
- Communications
- Fine Arts (Art, Photography, Theatre)
- Music (General Music Studies)
- Music Education
- Music Ministry

Minors:
- Art
- Communications
- Film Studies
- Music (General Music Studies)
- Music Ministry
- Photography
- Theatre Arts

Professional Learning: Business (William B. Greer, Area Chair)

Majors:
- Accounting
- Business Administration
- Computer Information Systems

Minors:
- Accounting
- Business Administration
- Computer Information Systems
- Economics
- Health Care Administration
- Legal Studies

Professional Learning: Education (Philip S. Roberson, Area Chair)

Majors:
- Early Childhood Development
- Human Performance and Exercise Science

Minors:
- Coaching
- Educational Studies
- Exercise Science
- Fitness and Wellness
- Physical Education

Master of Education

Scientific Learning (Richard D. Lura, Area Chair)

Majors:
- Biology
- Chemistry
- Computer Science
- Mathematics

Minors:
- Biology
- Chemistry
- Computer Science
- General Science
- Mathematics
- Physical Science

Social Learning (Bertram S. Allen, Area Chair)

Majors:
- History
- Psychology
- Sociology

Minors:
- Economics
- History
- Political Science
- Psychology
- Sociology

As students progress toward the baccalaureate degree, they select a major from the following: Accounting, Bible/Ministry, Biology, Business Administration, Chemistry, Christian Education, Communications, Computer Information Systems, Computer Science, Early Childhood Development, English, Fine Arts (Art, Photography, Theatre), History, Human Performance and Exercise Science, Humanities, Humanities: French, Humanities: Spanish, Mathematics, Missions, Music (General Music Studies), Music Education, Music Ministry, Nursing, Psychology, Sociology, and Youth Ministry. Professional teaching licensure is available in several fields and at both baccalaureate and graduate levels (See Page 144 for list of available licensure programs.). A student may declare as a major only those majors that are available at Milligan College or available through one of the established cooperative agreements.

In addition to this field of major concentration, the student may be required to select a field of minor concentration; the number of semester hours credit required for minors ranges from eighteen to twenty-four. Hours counted toward a major may not be counted also toward a minor or a second major.

Minors are available in Accounting, Art, Bible, Biology, Business Administration, Chemistry, Christian Education, Christian Ministry, Coaching, Communications, Computer Information Systems, Computer Science, Economics, Educational Studies, English, Exercise Science, Film Studies, Fitness and Wellness, French, General Science, Greek, Health Care Administration, History, Legal Studies, Mathematics, Missions, Music (General Music Studies), Music Ministry, Philosophy, Photography, Physical Education, Physical Science, Political Science, Psychology, Sociology, Spanish, Theatre Arts, and Youth Ministry.

A transfer student must take at least one-third of the hours in the major field of study in Milligan College.

ACCOUNTING

AREA OF PROFESSIONAL LEARNING

Associate Professor Mahan

The Accounting major supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the social sciences, and to understand a significant body of material in their major field of study.
>
> Students will gain an enriched quality of life through stewardship of resources and preparation for graduate studies and a rewarding career or profession.

Courses in accounting are designed to prepare the student for careers in public accounting, managerial accounting (controllership), and related enterprise and institutional management areas. Basic skills are learned and practiced and higher level accounting concepts and principles are acquired through problem-oriented courses in each of the accounting discipline areas. The use of accounting as a managerial tool is emphasized.

Graduates with a major in Accounting are expected to: (1) possess broad accounting and business knowledge as well as mastery of the technical knowledge of accounting in order to serve the organizations in which they work; (2) be well prepared to find ready employment in the field; (3) possess the ability to apply computer and information technology to solve real-world accounting and business problems; (4) have acquired leadership and management skills that are necessary for the successful planning, implementation, and control of the business enterprise, all rooted in a foundation of ethical and moral principles.

The Bachelor of Science degree with a major in accounting consists of thirty-three semester hours which must include Economics 201, 202, 301; Accounting 211, 212, 301, 302, 311, 312, 411 or 415, and three semester hours of accounting electives at the junior or senior level. In addition to specific courses required in the major, the student must complete Mathematics 213, which meets the math requirement in the general education requirements, and Computer Information Systems 275. A grade point average of 2.25 is required in the major.

The accounting minor consists of twenty-four semester hours, which must include Economics 201 and 202, Accounting 211, 212, 301, 302, and six semester hours of accounting electives at the junior and senior level. Business administration majors with an accounting minor are required to take twelve hours of business electives in place of Economics 201 and 202 and Accounting 211 and 212.

Students planning to become Certified Public Accountants should be aware that many states have made substantial changes in their educational requirements for persons desiring a CPA Certificate. These requirements vary in their specific requirements from state to state but must be met before the applicant's first sitting for the Uniform CPA Examination. Students should check the exact requirements for the particular state in which they intend to seek certification. For example, the State of Tennessee requires a total of 150 semester hours, which is an additional 22 semester hours beyond the 128 needed for a bachelor's degree in accounting at Milligan College. Students intending to become certified public accountants are encouraged to consult with their advisers early in their college career.

211. Introductory Accounting I—An introduction to the principles and the practice of accounting. Coverage is given to the fundamentals of recording, summarizing, analyzing, and reporting financial information in accordance with generally accepted accounting principles. Although all business entities are discussed, the primary focus is the accounting system of the sole proprietorship. Offered fall term each year. Three semester hours.

212. Introductory Accounting II—A continuation of the fundamentals of the principles of accounting. Coverage begins with partnerships and corporations and the accounting issues related to these entities. Attention is then given to the fundamentals of managerial accounting principles and systems, with an emphasis on recording, reporting, analysis and decision-making. Prerequisite: Accounting 211. Offered spring term each year. Three semester hours.

301. Intermediate Accounting I—An in-depth study of financial accounting topics as well as recent developments in accounting valuation and reporting practices. Detailed attention is provided to recording, reporting, and disclosure of financial information. Emphasis is primarily given to statements of income and retained earnings and the asset accounts of the balance sheet. Prerequisite: Accounting 212. Offered fall term each year. Three semester hours.

302. Intermediate Accounting II—A continuation of the in-depth study of financial accounting topics. Emphasis is given to liabilities and stockholders equity accounts of the balance sheet and the statement of cash flows. Also

covered are the topics of: earnings per share, investments, income taxes, pensions and other retirement benefits, leases, accounting changes, and error analysis. Prerequisite: Accounting 301. Offered spring term each year. Three semester hours.

311. Cost Accounting—A study of the use of accounting information for managerial decisions with emphasis on the role of the controller and the "Planning & Control" techniques used in modern industrial and commercial organizations. Prerequisite: Accounting 212. Offered spring term alternate years. Three semester hours.

312. Auditing I—A study of the concepts and standards of independent auditing with an emphasis on the decision-making process. The overall audit plan and program is presented with regard to: professional ethical and legal responsibilities, audit and other attestation reports, planning and documentation, evidence, materiality, and internal control. Prerequisite: Accounting 212. Offered fall term alternate years. Three semester hours.

313. Auditing II—A continuation of the study of the concepts and standards of independent auditing with a primary emphasis on the detailed application of the audit process to financial statement cycles. Attention is given to the types and application of audit tests needed for evidence gathering purposes and completion of the audit process. Prerequisite: Accounting 312. Offered spring term alternate years. Three semester hours.

315. Not-For-Profit Accounting—A study of accounting principles and techniques uniquely applicable to the public and not-for-profit sectors of economic organizations. This course includes the principles of "Fund Accounting" as well as controllership techniques utilized in managing not-for-profit and governmental institutions. Prerequisite: Accounting 212. Offered spring term alternate years. Three semester hours.

411. Federal Income Taxation—A study of the U.S. income taxation and return preparation of individuals. This course focuses on the concepts of inclusions and exclusions of gross income, exemptions, personal and business deductions, losses, and cost recovery as they are applied to individuals. Prerequisite: Accounting 212. Offered fall term alternate years. Three semester hours.

412. Federal Income Taxation—A study of the U.S. income taxation of corporations, partnerships, trusts, and estates as well as the U.S. estate and gift taxation. Emphasis is given to the tax consequences of the formation and

operation of those entities. Prerequisite: Accounting 411. Offered spring term alternate years. Three semester hours.

415. Advanced Accounting: Theory—A continuation of the study of the principles of accounting with emphasis on the more complex accounting environment. This includes such areas as business combinations, bankruptcies and other liquidations, intercompany transactions, segment reporting and accounting, and reporting for the SEC. Prerequisite: Accounting 302. Offered fall term each year. Three semester hours.

416. Advanced Accounting: Problems—A study to prepare the student to handle complex accounting problems of the type that frequently appear on the CPA exam. While the course is primarily oriented to the student planning to go into public accounting, it also has substantial value for the student interested in large company controllership. Prerequisite: Accounting 415. Three semester hours.

491. Internship—A practicum experience, which involves the student in a supervised position in business for the dual purpose of learning about accounting and possible occupational choices. Prerequisite: Consent of major professor. Offered every term. One to six semester hours.

ART

AREA OF PERFORMING, VISUAL, AND COMMUNICATIVE ARTS

Assistant Professor Blosser

A student may declare a Fine Arts major with an art emphasis. For further information on this major, refer to the information under the listing of Fine Arts.

The art minor fits well with numerous majors, including but not limited to Communications, Bible, Business Administration, Humanities, and Psychology. The study of art may serve to foster students' avocational interests as well as prepare them for more concentrated art studies in the future.

The art minor includes three hours of art history earned as part of Humanities 101, 102, 201, and 202 (or an equivalent approved by the Registrar) Art 250, Art 251, Art 367, and at least six additional hours from studio Art or Photography courses.

237. Basic Photography—An introduction to the 35mm camera and basic darkroom procedures. Students develop confidence in picture-taking and picture-printing procedures. Offered every term. Three semester hours.

250. Drawing I—A drawing fundamentals class that is a requirement for the Fine Arts (Art) major but is also appropriate for non-Art majors. Emphases include contour, gesture, and light and shade techniques as well as media drawing. Subject matter includes the human figure, landscape, and still-life as well as drawing from the imagination. Offered fall term each year. Three semester hours.

251. Painting I—A course at the beginning level for Fine Arts (Art) majors and non-Art majors. Emphases include color mixing, paint application techniques, knowledge of materials, and historical and contemporary approaches. Subject matter and projects vary from figure and still life to abstraction of non-figurative assignments. Offered spring term each year. Three semester hours.

310. Intermediate Photography—An opportunity for students to expand their understanding of techniques and ideas presented in Basic Photography. Emphasis is placed on personal interpretation and visual communication. Prerequisite: Art 237. Offered every term. Three semester hours.

312. Introduction to Color Photography—An introduction to basic color materials and skills. Students learn how to process color slides and prints from negatives. Aesthetics and technique are integrated throughout the course in hands-on printing sessions, critiques of student work, and lectures on color photography. Prerequisites: Art 237 and 310. Offered fall term each year. Three semester hours.

337. Photojournalism—An examination of photographic visual principles to help students see the photograph as a medium of communication. Prerequisite: Art 237. Offered spring term each year. Three semester hours.

350. Drawing II—A course which builds on skills developed in Drawing I. Composition and creative problem solving are stressed within the context of assignments that allow students to explore multiple approaches to a few select themes. Color drawing media are also emphasized. Offered fall term of odd years. Three semester hours.

351. Painting II—A course designed to allow students who have developed a basic understanding of color and painting techniques from Painting I to focus on a more personal direction in terms of content and choice of media as agreed on

between student and instructor. Offered spring term each year. Three semester hours.

355. Art Methods—Designed to acquaint students certifying in early childhood and middle grades education with objectives, materials, and procedures for the elementary school arts program. Offered spring term each year. One semester hour.

366. History of Photography—An overview of the history of photography from its beginning to present day. Slide lectures and class discussions examine the work of major photographers through the framework of historical, cultural, and social trends. Offered spring term odd years. Three semester hours.

367. Art History—An in-depth study of 19th and 20th century art. This course alternates between a European or an American emphasis depending on the semester/year in which it is offered. Topics include painting, sculpture, architecture, photography, and cross-discipline arts. Offered fall term even years. Three semester hours.

401. Field Studies in Fine Arts—A study tour to a selected city in the United States for the purpose of studying various aspects of the fine arts, notably art, photography, and theatre. A tour leader arranges visits to galleries and theatres. Specific reading assignments are completed before the trip, and a written project is submitted after the trip. Offered May term each year. One to two semester hours.

411. Printmaking Studio—A course designed to allow students to explore relief printmaking (woodcut, linocut) as well as a limited number of intaglio techniques. Offered spring term even years. Three semester hours.

421. Fine Arts and the Church—An investigation of the theories and models of the fine arts in a Christian context and the application of the fine arts in a Christian setting. Faculty and guest lecturers present insights into how the fine arts can be used in creative expressions of worship within the church. Portfolio review, interviewing techniques, and a final project are components of the course. Offered spring term of odd years. Three semester hours.

431. Sculpture Studio—An introductory course in three-dimensional problem-solving. Students work in a variety of materials as a means of understanding basic approaches to sculptural design through projects that range from the human figure to non-figurative forms. Offered spring term of odd years. Three semester hours.

437. Advanced Black and White/Color—An advanced approach to black and white and/or color printing techniques. Emphasis is placed on establishing a

personal style and creating a strong body of work. The student explores further the medium of photography through the use of small, medium, and/or large format cameras. Various photographers are studied, and several critiques are held throughout the semester. Prerequisites: Art 237, 310, and 312. Offered as needed. Three semester hours.

490. Directed Studies—Independent work for the junior or senior art or photography student in an area of the student's interest. The student's program is under the supervision of an art or photography professor. Offered every term. One to three semester hours.

494. Senior Exhibition—A course designed to allow graduating seniors an opportunity to present an exhibition of their artwork. The course also allows additional directed study and individualized instruction. Required of all art and photography majors. The student's program is under the supervision of an art or photography professor. Offered every term. Three semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Not offered every year. One to three semester hours.

BIBLE/MINISTRY

AREA OF BIBLICAL LEARNING

Professors Higgins, L. Magness, and R.D. Roberts
Associate Professors Farmer, Helsabeck, and Kenneson
Assistant Professors Heard, Matson, and Miller

Study of the Bible has been foundational to Milligan College since its inception. As the Mission Statement of the College indicates, Bible stands at the core of the "Christian world view" that shapes all else about the College. The first two Values affirmed in our Mission Statement ("A Positive, Personal Christian Faith That Jesus is Lord and Savior" and "A Commitment to Follow the Teachings of the Christian Scripture in One's Personal and Social Ethics") can only find reality in sincere study of the Bible. And because such study is demanding and stimulating, students enhance "The Capacity to Recognize and Assume Responsibility in Society" and appreciate "The Knowledge, Meaning, and Application of Sound Scholarship" in the Bible/Ministry major. However, Milligan College believes this serious study of scripture should always be connected with service (or "ministry"), and so each major in the Area of Biblical Learning is focused toward ministry in some way.

The Bible/Ministry major aims primarily to prepare people for leadership ministry in the church. This often takes the form of preaching, or senior minister, or pastor, but many also use this major to prepare for other, associate-type, ministry roles. A wide diversity of options in the ministerial field can be pursued with this major. Those seeking graduate education with the possibility of teaching Bible or religion courses will also find this major most helpful.

Milligan College expects those who graduate with Bible/Ministry majors to (1) be prepared for service in a leadership role of ministry in the church; (2) be able to prepare and preach sermons or teach lessons that have solid scriptural content; (3) have a good foundation in biblical, church historical, and practical studies for lifelong learning; (4) be equipped to pursue seminary or graduate education with a good preparation for that advanced study; (5) provide a good Christian example as a student of scripture. Emphases of spiritual dependence upon God, solid academic study—including serious study of the Bible itself—and practices of both integrity and effectiveness highlight a Bible/Ministry major from Milligan.

The Bible/Ministry major at Milligan leads to the B.A. degree, which requires the study of a foreign language through the intermediate level, and which is recommended to be either Greek or Hebrew for the best study of the Bible. In addition to the Bible courses required of all students (Bible 123, 124, and 471), the major requires thirty-one hours which must include Bible 201, 202, plus six additional hours of Old Testament; History 341, 342, 431, 432; Christian Ministries 250–253 for two hours, 273, 276 (or an acceptable Christian Ministries option that augments the student's vocational objectives), and 491 for two hours.

The Bible minor consists of eighteen hours equally distributed between Old and New Testament studies (including Bible 211 and one other Old Testament course), but it shall not include Bible 471.

Students majoring in Humanities and pursuing middle grades licensure may select an emphasis in Bible by completing upper level Bible courses for the elective courses in the Humanities major. Students may see an adviser in Humanities concerning this option.

123. Old Testament Survey—An examination of the Old Testament, its content, background, and significance. Required of all students. Offered fall term each year. Three semester hours.

124. New Testament Survey—A study of the New Testament, including a survey of its Jewish and Hellenistic backgrounds. Required of all students. Offered spring term each year. Three semester hours.

201. Jesus in the Gospels—A study of the Gospels with the intent of showing their distinctive insights into the person and work of Christ. Offered fall term each year. Three semester hours.

202. Acts—An analysis of the history, theology, and nature of the early church as seen in the Book of Acts. Offered spring term each year. Three semester hours.

211. Encountering God through the Old Testament—An introduction to the character and actions of the Lord God of Israel as seen through the Old Testament. Offered fall term each year. Three semester hours.

251. Institutions of Israel—A study of the social, political, and religious institutions of ancient Israel. Offered periodically. Three semester hours.

252. Biblical Archaeology—A study of the history and techniques of archaeology in the biblical world as a historical science together with a survey of Palestinian history as reconstructed by the latest archaeological evidence. The uses of archaeological data for biblical studies are emphasized. Offered periodically. Three semester hours.

275. Selected Topics in the History of the Reformation of the Nineteenth Century—An examination of the Stone-Campbell heritage including both primary and secondary readings intended to help students understand the church tradition (the "Restoration Movement") that is linked to the history of Milligan College. Students may not apply this course to a major in Bible or History. Prerequisite: Sophomore standing or consent of instructor. Offered spring term each year. One semester hour. Same as History 275.

295. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from year to year. Offered periodically. One to three semester hours.

301. The Prophets—An exegetical study of those prophetic books of the Old Testament that primarily address pre-exilic Israelite and Judean audiences. Attention will be given to the character and message of each prophet and book as seen against their social, political, and historical backgrounds. Offered fall term alternate years. Three semester hours.

302. The Prophets—An exegetical study of those prophetic books of the Old Testament that primarily address exilic and post-exilic Judean audiences. Attention will be given to the character and message of each prophet and book

as seen against their social, political, and historical backgrounds. Offered fall term alternate years. Three semester hours.

304. Old Testament Historiography—A study of the theological perspectives and historiographical methods that guided the composition of the major historiographical works of the Old Testament, with exegetical study of particularly important passages and with special emphasis on contemporary religious uses of this literature. Offered spring term alternate years. Three semester hours.

321. Prison Epistles—An exegetical study of Philippians, Colossians, and Philemon. Offered periodically. Three semester hours.

322. Pastoral Epistles—An exegetical study of 1 and 2 Timothy and Titus. Offered periodically. Three semester hours.

323. Christian Thought in the Greco-Roman World—A course of readings in various representatives of the Christian tradition from the second through the fifth century, including Origen, Tertullian, Cyprian, Athanasius, Ambrose, and Augustine in their historical contexts. Special attention will be given to the contributions of these thinkers to the development of the Christian tradition. Not applicable to a Bible major or minor. Prerequisites: Humanities 101, 102, 201, and 202, or consent of the instructor. Offered periodically. Three semester hours. Same as History 323.

324. Johannine Literature—A study of the contents and themes of the Johannine Epistles and the Gospel of John. Offered periodically. Three semester hours.

325. Apocalyptic Literature—A study of the Book of Revelation and other eschatological and apocalyptic passages in the context of Jewish apocalypticism. Offered periodically. Three semester hours.

343. History of Biblical Interpretation—A survey of the history of hermeneutics and exegesis in the Christian tradition from the ancient through the modern periods. The course will examine the various principles and methods adopted by theologians in their attempts to explain the meaning of the biblical text. The course will emphasize a program of readings in commentaries and homiletic literature representing different periods in the history of Christianity. Prerequisites: Humanities 101, 102, 201, and 202, or consent of the instructor. Offered periodically. Three semester hours. Same as History 343.

351. The Pentateuch—An exegetical study of the five books of the Pentateuch, with particular emphasis on major theological concepts and some attention to literary types and structures. Offered fall term alternate years. Three semester hours.

352. Old Testament Devotional and Wisdom Literature—A study of the theological concepts and themes of the devotional wisdom literature of the Old Testament, with exegetical study of particularly important passages and with special emphasis on contemporary religious uses of this literature. Offered spring term alternate years. Three semester hours.

405. The Old Testament in the Church—A historical survey of the reception of the Old Testament as Christian scripture and challenges thereto. The study is based, as much as possible, on readings of primary texts from all periods of church history. Prerequisite: Humanities 201, 202, or consent of the instructor. Offered spring term alternate years. Three semester hours.

411. I and II Corinthians—A historical, exegetical, and thematic study of I and II Corinthians. Offered periodically. Three semester hours.

412. Romans and Galatians—A historical, exegetical, and thematic study of Romans and Galatians. Offered periodically. Three semester hours.

422. Intertestamental Literature—A survey of the types of Jewish literature (e.g., apocryphal, pseudepigraphic, wisdom, apocalyptic) and their contents which were influential in the development of Judaism in the last two centuries BC and in the first century AD. Offered periodically. Three semester hours.

432. Biblical Interpretation around the World—A survey of biblical interpretation as practiced by Christian biblical scholars from a global variety of social settings. Emphasis is on breadth of exposure to the current spectrum of approaches to the Bible around the world, as shown through both methodological reflection and studies of specific texts from the Old and New Testaments. Prerequisite: Humanities 201, 202, or consent of the instructor. Offered spring term alternate years. Three semester hours.

BIOLOGY

AREA OF SCIENTIFIC LEARNING

Professors Wade and Wallace
Associate Professors Kelly and Leek

The biology major supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major field of study.
>
> Students will gain an enriched quality of life through awareness of health issues, appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

The biology curriculum is designed for the student planning a career in the biomedical sciences, education, research, and governmental services.

Graduates with a major in Biology are expected to (1) demonstrate proficiency in a broad spectrum of life science disciplines; (2) demonstrate familiarity with information in chemistry; (3) be capable of critical thinking; (4) demonstrate skill in clearly communicating scientific information in the following: verbal format, written format, and computer-based technology.

The requirements for the Bachelor of Arts degree in biology consist of twenty-four hours of biology courses which must include Biology 111, 112, 202, 210, and eight hours of electives in biology; twelve hours of chemistry, including Chemistry 151; and four hours credit in Mathematics 211, or six hours credit in Mathematics 111 and 112, or six hours credit in Mathematics 111 and 213. Students selecting this major must also complete an academic minor. Foreign language through the intermediate level is required. The Bachelor of Arts degree in biology is designed for students interested in biology but desiring to elect a minor that is not in the sciences.

Requirements for the Bachelor of Science degree leading to graduate study or pre-professional careers are thirty-two hours in biology which must include Biology 111, 112, 202, 210, 450–451, and twelve hours of electives in biology; a minor in chemistry, including Chemistry 170, 171, 301, 302, and 310; four hours credit in

Mathematics 211, or six hours credit in Mathematics 111 and 112, or six hours credit in Mathematics 111 and 213; and Physics 203 and 204. Students who plan to pursue graduate study in biology, enter a medical field of study, or certify to teach secondary school biology should choose the Bachelor of Science degree.

Students wishing to prepare for application to allied health programs may elect the following modified Bachelor of Science degree program: Biology 110 or 111; 112; 202; 210; 250/251 or 330/340; 360 or 380; and one elective at the 300 level or higher. Students are required to complete eight hours of chemistry, Mathematics 213, and a minor of their choice.

Requirements for the Bachelor of Science degree leading to secondary education licensure are thirty-two hours in biology which must include Biology 111, 112, 202, 210, 360, 380, and eight hours of electives in biology; a minor in physical science which includes Chemistry 151, 170, 171; Physics 104 and 203; and four hours credit in Mathematics 211, or six hours credit in Mathematics 111 and 112, or six hours credit in Mathematics 111 and 213. Students seeking middle grades teaching licensure may also complete this major and an Educational Studies: Middle Grades minor and complete licensure requirements after transition into the M.Ed. program. (See program of study, Page 164.)

After evaluation of the student's curriculum, the biology faculty may require additional courses in order to assure that the student will be adequately prepared to enter a chosen field of study.

A biology minor consists of 20 hours that must include Biology 111, 112, 202, and two elective four-hour courses.

No more than four hours credit in either Biology 215, 290, or 490 or a combined total of six hours in the three courses may be applied toward the requirements for a major in biology. Credit in 215, 290, or 490 may not be applied toward a minor in biology.

110. General Biology—An introductory course that examines fundamental biological concepts of plants and animals with particular relevance to man's place in the living world. Offered fall term each year. Four semester hours.

111–112. Principles of Biology—A two-semester course which introduces and integrates the principles of biology including the chemistry of life, cells, genetics, evolution, biological diversity, biology of plants, biology of animals, and ecology. The course is designed to stimulate critical thinking. Offered as a year sequence beginning with the fall term each year. Four hours each semester.

202. Botany—An intensive survey of plants, algae, and fungi. Prerequisite: four hours of biology. Offered spring term each year. Four semester hours.

210. Genetics—A study of fundamental principles of heredity with related statistics and probability. Prerequisite: Eight hours of biology. Offered spring term each year. Four semester hours.

215. Field Studies in Biology—An analysis of selected biological problems and/or in-depth study of unique ecosystems. Subject content will vary according to selected topics. The course is conducted at an off-campus location, and the student may incur additional expenses for travel. A student may not accumulate more than four hours credit in this course. This course should not be used to satisfy college degree requirements in science except by permission of the science faculty chairman. Prerequisite: Biology 110 or consent of instructors. Offered in the spring intersession each year. One to four semester hours.

250–251. Anatomy and Physiology—A two-semester course designed to study the structure and function of the organ systems of humans. Prerequisite: Biology 110 or 111 or consent of the instructor. Offered as a year sequence beginning with the fall term each year. Four hours each semester.

330. Comparative Vertebrate Anatomy—A comparative study of the embryologic and phylogenetic development of the principal systems of selected classes of vertebrates. Prerequisite: Biology 111–112 or consent of the instructor. Offered fall term each year. Four semester hours.

340. Animal Physiology—A study of the function and structure of the organ system of vertebrates in general but with emphasis on mammals. Prerequisite: Biology 330 or consent of the instructor. Offered spring term each year. Four semester hours.

341. Animal Histology—A study of the microscopic structure of the various types of tissues found in vertebrates. Prerequisite: Eight hours of biology. Offered fall term alternate years. Four semester hours.

342. Vertebrate Embryology—A study of the general principles of vertebrate development from the formation of gametes to the formation of tissues and organs. Prerequisite: consent of the instructor. Offered spring term alternate years. Four semester hours.

350. Science Methods—An emphasis on the coordination of science content and teaching techniques for the early childhood, elementary, and middle school

teacher. Prerequisite: Biology 110 and Physics 104 or the equivalent. Offered spring term each year. Four semester hours.

360. Ecology—A study of the relation between organisms and their environment, factors affecting plant and animal structures, behavior and distribution, energy and material cycles, and populations. Prerequisite: four hours of biology. Offered fall term each year. Four semester hours.

362. Vertebrate Field Biology—A survey of the native vertebrate animals with emphasis on collection, preservation, identification, and taxonomic relationships. Prerequisite: four hours of biology. Offered spring term each year. Four semester hours.

380. Microbiology and Immunology—A basic course in the study of microbiology including the preparation of media, sterilization, the isolation of micro-organisms and their identification, culture, and staining. Topics covered in immunology will include definitions and relationships of antigens and antibodies, host-antigen interaction, bursal and thymic influences on lymphoid cells, and humoral and cellular response mechanisms. Prerequisite: consent of the instructor. Offered fall term each year. Four semester hours.

440. Endocrinology—A study of the structure and function of the endocrine glands with emphasis on their control and integration of biological processes. Prerequisite: consent of the instructor. Offered spring term alternate years. Four semester hours.

450. Cell and Molecular Biology—A study of the structure and function of various organelles of the eukaryotic cell with an emphasis on gene structure, gene expression and its regulation, and modern molecular methodology. Taken concurrently with Biology 451. Prerequisite: Chemistry 310. Offered spring term each year. Three semester hours.

451. Research Seminar—A seminar designed to introduce science majors to principles, politics, and methodology used in scientific research. A research paper and seminar emphasizing cell and molecular biology are required. Prerequisite: major or minor in biology; student must be registered concurrently in Biology 450 Cell and Molecular Biology. Offered spring term each year. One semester hour.

460. Neuroscience—A basic study of the anatomy and physiology of the human nervous system. Prerequisite: consent of instructor. Offered spring term alternate years. Four semester hours.

490. Research Problem—Research on special problems in biology under direct supervision of a faculty member. Prerequisite: twenty hours of biology courses and consent of the biology faculty member to direct the research problem. TBA. One to four semester hours.

BUSINESS ADMINISTRATION

AREA OF PROFESSIONAL LEARNING (BUSINESS)

Professor Carter
Associate Professors Barkes, Greer, and Mahan
Assistant Professors Peacock and Sitter

The Business Administration major supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the social sciences, and to understand a significant body of material in their major field of study.
>
> Students will gain an enriched quality of life through stewardship of resources and preparation for graduate studies and a rewarding career or profession.

The core courses in business administration provide students with the broad base of knowledge and level of technical competence necessary to succeed in a business setting. Core courses in management, marketing, business law, and ethics expose students to the fundamental principles of business administration while providing the preparation necessary to continue study in upper level courses. The main purpose of the courses in economics is to develop in the student the ability to analyze and understand economic principles and institutions from a historical as well as a contemporary point of view. These courses furnish the theoretical background necessary for the achievement of a particular vocational or professional goal. Core courses in accounting provide students the requisite knowledge for understanding the financial aspects of the business enterprise. All core courses, as well as those within each emphasis, constitute the academic basis for graduate study in business and related fields.

Graduates with a major in Business Administration are expected to: (1) demonstrate knowledge of the business core that is sufficient to provide each student with a comprehensive understanding of the discipline's major functional areas. Likewise, students will possess the understanding necessary to

successfully integrate the functional areas into a cohesive whole for the purpose of short and long-term decision-making. This body of knowledge will be sufficient for success in the workplace or in continued graduate studies; (2) demonstrate knowledge in one or more areas of emphasis, providing students with the deeper understanding required for solving complex business problems including those faced under conditions of uncertainty; (3) demonstrate knowledge of written and oral communication skills as well as the use of computer technology and mathematics sufficient to support the application of quantitative principles; (4) exhibit the development of the leadership and management skills that are necessary for the successful planning, implementation, and control of the business enterprise, all rooted in a foundation of ethical and moral principles.

The major allows the student to complete a strong core curriculum in business, accounting, and economics and to choose from one of eight emphases allowing for in-depth study in a specific field. A grade point average of 2.25 is required for the major. Students majoring in business administration with an accounting emphasis may not minor in accounting. Students majoring in business administration with an economics emphasis may not minor in economics. Students majoring in business administration with a health care administration emphasis may not minor in health care administration. Students majoring in business administration with a legal studies emphasis may not minor in legal studies.

***REQUIRED CORE COURSES* (33 hrs.)**

Introductory Accounting ACCT 211, 212	Principles of Management BADM 361	Macroeconomic/ Microeconomic Principles ECON 201, 202
Marketing BADM 315	Business Ethics BADM 421	Corporate Finance ECON 301
Business Law I BADM 321	Windows Applications CIS 275	Statistics MATH 213

Completion of Mathematics 213 fulfills the math requirement in the general education requirements. Completion of Economics 201 and 202 fulfills the social learning requirement in the general education requirements.

EMPHASES

The following emphases are available within the Business Administration major. In addition to successful completion of the general core requirements, students are required to complete additional courses within each emphasis as described below.

Accounting
The accounting emphasis enables business students to deepen their understanding of accounting concepts as they relate to the business organization. This emphasis is recommended for students anticipating business careers requiring accounting knowledge at an advanced level, yet short of requiring an accounting major. Required courses within the accounting emphasis:

ACCT 301 Intermediate Accounting I; ACCT 302 Intermediate Accounting II; ACCT 311 Cost Accounting

Economics
The economics emphasis provides students with a deeper exposure to economic principles and institutions from a historical and modern perspective. The emphasis is recommended as an alternative for students interested in careers in banking, finance, or economics. Required courses within the economics emphasis:

ECON 403 Money and Banking; ECON 460 History of Economic Thought; ECON 470 Business Strategy

General
The general emphasis provides an opportunity for the student to select any nine hours of coursework from economics, business administration, or accounting. This emphasis is especially recommended for those selecting business administration as a second major.

Health Care Administration
The health care administration emphasis is intended to prepare the student for an administrative career in the health care industry. In addition to required coursework, students selecting this emphasis must complete six hours of internship credit by on-site, supervised work at a hospital, long-term care, or other medical facility. Required courses within the health care administration emphasis:

BADM 380 Introduction to Health Care Administration; BADM 480 Long-Term Care Administration; BADM 481 Policies and Issues in Health Care; BADM 491 Internship (6 hours)

International Business
Students may select an emphasis in international business by participating in a ten-week academic program abroad through Milligan's affiliation with the International Business Institute (endorsed by the Council for Christian Colleges and Universities). Completion of this emphasis requires the student to attend the Institute during a summer session following completion of the required core courses at Milligan College. A student's course of study can often be designed so

that graduation is possible following seven semesters of study at Milligan College in addition to the summer Institute. Students pursuing the international business emphasis are strongly encouraged to demonstrate competency in a foreign language through, at least, the intermediate level. Participation in the IBI includes the following required courses:

BADM 339 Global Marketing; BADM 390 Global Business Management and Strategy; ECON 331 Comparative Economic Systems; ECON 350 International Trade and Finance

Legal Studies
This program is designed to enable Business Administration students to deepen their understanding and exposure to legal issues affecting business. Students completing this emphasis will have a deeper understanding of legal issues of particular concern within business: governmental regulation, business organizations, and business taxation. In addition, students will have a deeper appreciation for the relationship between law, government, and business. Courses required for completion of the legal studies emphasis:

LS 340 Business Organizations; LS 304 Government and Business; ACCT 412 Federal Income Tax

Management
The management emphasis consists of courses designed to prepare students for successful careers in business and organizational management or administration. Courses required for completion of the management emphasis:

BADM 362 Human Resource Management; BADM 470 Business Strategy; one of the following: BADM 331 Operations Management; BADM 375 Small Business Management; or BADM 445 Organizational Theory and Behavior

Marketing
Students wishing to pursue careers in marketing, sales, or advertising should select the marketing emphasis. Required courses within the marketing emphasis:

BADM 304 Advertising; BADM 316 Cases in Marketing; BADM 470 Business Strategy

The Business Administration minor consists of twenty-one semester hours including Accounting 211, 212, Economics 201, 202, Computer Information Systems 275, and six hours of Business, Accounting, or Economics electives at the junior and senior level. Accounting majors with a Business Administration or

Economics minor are required to take business, accounting, or economics electives in place of Economics 201 and 202 and/or Accounting 211 and 212.

Students pursuing the public relations/advertising specialty in the Communications major are required to complete a modified minor in business administration (unless special permission to complete another minor is granted by the chair of the communications faculty). This minor consists of Economics 201, 202, Business Administration 304, 315, 362, 375, and 421.

290. Independent Study—Individual study to enable the student either to study material not in the curriculum or to facilitate an individualized approach in a field not now covered in a single course. Not open to freshmen. One to three semester hours.

304. Advertising—A study of the principles of advertising along with its function and aims in business. Attention is given to the economic and psychological principles involved. There is also a study of market analysis and its importance to the field of advertising. The mechanics of layout, media, and copy writing are considered. Offered spring term each year. Three semester hours.

311. Industrial and Public Relations—A study of the historical background of public relations and the analytical approach used to design a public relations program in for-profit and not-for-profit organizations. Emphasis is on case analysis. Prerequisite: Economics 202 or permission of the instructor. Three semester hours.

315. Marketing—A survey of marketing planning, buyer behavior, product strategy, distribution strategy, promotional strategy, and pricing strategy from a global perspective. Prerequisite: Economics 202. Offered spring term each year. Three semester hours.

315L. Computer Projects in Marketing—A computer applications laboratory focused on the major marketing decision areas using "what if" analysis. Must be taken with Business Administration 315. One semester hour.

316. Cases in Marketing—A study of the application of marketing principles to individual organizations through the use of case studies. Prerequisite: Business Administration 315. Offered fall term each year. Three semester hours.

321. Business Law I—A study of the legal system with an introduction to legal concepts in the areas of the American court system, criminal law, torts, strict liability, intellectual property, contracts, agency and business organizations.

Emphasis is placed upon the application of these legal principles to commercial transactions. Offered fall term each year. Three semester hours. Same as Legal Studies 321.

322. Business Law II—A study of the Uniform Commercial Code with an introduction to the legal concepts in the areas of sales, negotiable instruments, and secured transactions. Additional topics include bankruptcy, insurance, and property law. Emphasis is placed upon the application of these legal principles to commercial transactions. Offered spring term each year. Three semester hours. Same as Legal Studies 322.

331. Operations Management—This course is designed to provide the student with a broad conceptual framework for the management of operations in today's competitive, global environment. This course emphasizes the strategic importance of operations decisions and how all functions within an organization interrelate. Specific attention is placed on developing a competitive operations strategy, decision-making, TQM, process management, and the use of technology to create new products and improve processes. Using case analysis and simulations, students develop a deeper understanding of realistic business issues and learn to apply the concepts presented in the text. Offered fall term each year. Three semester hours.

332. Management Information Systems—A study which integrates topics of management and organization theory, information and communication theory, and systems theory relevant to managing an organization's information resource with computer emphasis in system design. Prerequisite: Computer Information Systems 275. Three semester hours.

339. Global Marketing—A focuses on the theory and practice of contemporary global marketing management. The context or environment of international marketing is covered along with the task of marketing in a variety of national domestic markets with their distinct cultural settings. The course is divided into three major areas: overview of the global marketing environment; moving into international markets; and advanced international marketing management. Classroom instruction is complemented by case studies and projects. Offered summer term each year. Three semester hours.

361. Principles of Management—A study of the basic principles of management. Also considered are decision-making and the fundamental function of management, planning, organizing, actuating, controlling, and applying the process of management to selected areas. Studies of individual firms are discussed. Prerequisite: Economics 202. Offered fall term each year. Three semester hours.

362. Human Resource Management—A study of the principles and policies governing employer-employee relationships and a consideration of the problems and practices of hiring, supervising, and terminating workers. Prerequisite: Economics 201–202 or permission of the instructor. Offered spring term each year. Three semester hours.

362L. Computer Projects in Human Resource Management—A computer applications laboratory focused on areas in human resource planning, applicant tracking, succession planning, and employee data base profiles. Must be taken with Business Administration 362. One semester hour.

370. Personal Finance—An overview of personal and family financial planning with an emphasis on financial record keeping, planning spending, tax planning, consumer credit, making buying decisions, purchasing insurance, selecting investments, and retirement and estate planning. Offered spring term each year. Three semester hours.

375. Small Business Management—A study of the concepts and theories that will help the student create, manage, and gain profit from a small business. A computer simulation in which the students start and run their own small businesses is an integral part of the course. Offered fall term alternate years. Three semester hours.

380. Introduction to Health Care Administration—An introduction to various aspects of health care administration, including an overview of the health care delivery system in the United States and the various components and services within the health care industry. Guest lecturers from various health care agencies provide students with information about their professions. Offered spring term alternate years. Three semester hours.

385. Professional and Personal Development—A course designed to provide the student with an understanding of effective professional and personal behavior in an organization. The course focuses on understanding the behavior of workers and managers in an organizational environment, developing effective communication styles, working in a team environment, handling power and politics in an organization, understanding change, conflict and creativity, and developing and reaching personal goals. Using personal assessments, skill building exercises, and case analysis, students will build the interpersonal skills required for successful interaction within the business environment. Offered every term. Three semester hours.

390. Global Business Management and Strategy—A course designed to cover the major topics normally offered in a course in international business management and strategy as well as more in-depth coverage of such areas as international corporate finance, human resource management, and strategy. It also has a very important function of enabling the integration of field experiences, corporate visits, and presentations by guest faculty with the current theoretical developments and literature in this field. Offered summer term each year. Three semester hours.

421. Business Ethics—A study of theoretical and practical problems of moral conduct in the field of business. The course emphasizes both the philosophical foundations of ethical conduct and the practical problems encountered in the day-to-day conduct of business affairs. Much of the study of practical problems centers around actual case studies. Although there are no specific prerequisites, this course should generally be taken only after a number of other business administration courses have been completed. Offered every term. Three semester hours.

445. Organizational Theory and Behavior—A course designed to describe organizational behavior theories and concepts in the context of current and emerging workplace realities. The course focuses on how knowledge management, self-leadership, network alliances, technology, and virtual teams are changing the way organizations are structured and operate in the 21st Century. Offered fall term alternate years. Three semester hours.

470. Business Strategy—An integrated study of the functional areas of finance, marketing, and management with emphasis on case analysis, readings, and computer simulations. Prerequisites: Business Administration 315 and 361 and Economics 301. Offered spring term each year. Three semester hours.

480. Long-Term Care Administration—A study of the principles and applications of long-term care administration, including general management, environmental management, patient care, personnel management, and government regulations. Offered fall term alternate years. Three semester hours.

481. Policies and Issues in Health Care—A focus on the application of analytical skills of policy formation in the health professions. The course will focus on analyzing the processes in the design, adoption, implementation, and evaluation of current health policy. Recent political and ethical issues relating to health care policy are examined. Offered spring term alternate years. Three semester hours.

491. Internship—A practicum experience which involves the student in a position in business under adequate supervision for the joint purposes of learning about business and possible occupational choices. Prerequisite: Consent of major professor. One to six semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from semester to semester. One to three semester hours.

BUSINESS ADMINISTRATION MAJOR FOR ADULTS

AREA OF PROFESSIONAL LEARNING

Professor Carter
Associate Professors Glover, Greer, and Mahan
Assistant Professor Sitter

Milligan College offers a business administration major for adults who have completed sixty or more semester hours of college credit and two or more years of full-time work experience. Degree candidates must also complete the College's general education core of humanities, social and behavioral sciences, natural sciences, and Bible as well as an appropriate number of elective courses. Inquiries are addressed to the Adult Education Office at (423) 461-8782.

The Business Administration Major for Adults supports the following goals of Milligan College:

Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major fields of study.

Students will gain an enriched quality of life through stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

The business administration curriculum is designed for the career-oriented adult who intends to assume a professional role in society as a leader of business activities. Students are prepared for a career in business and industry as well as the

not-for-profit sector. The study of business administration also contributes to the application of business principles in daily life.

Graduates who complete the business administration major for adults are expected to: (1) demonstrate knowledge of the business core that is sufficient to provide each student with a comprehensive understanding of the discipline's major functional areas. Likewise, students will possess the requisite understanding necessary to successfully integrate the functional areas into a cohesive whole for the purpose of short and long-term decision-making. This body of knowledge will be sufficient for success in the workplace or in continued graduate studies; (2) demonstrate knowledge of written and oral communication skills as well as the use of computer technology and mathematics sufficient to support the application of quantitative principles; (3) exhibit the development of the leadership and management skills that are necessary for the successful planning, implementation, and control of the business enterprise, all rooted in a foundation of ethical and moral principles.

The business administration major leading to the Bachelor of Science degree consists of forty-eight semester hours which includes Accounting 320, Business Administration 315B, Business Administration 323, Business Administration 362B, Business Administration 375B, Business Administration 385B, Business Administration 401B, Business Administration 470B, Bible 471B,Computer Information Systems 275B, Economics 201B, Economics 202B, Economics 301B, and Mathematics 213B. Adult students selecting this major are not required to complete a minor.

Completing the major takes approximately eighteen months. Completion of the degree is dependent upon the outstanding degree requirements. Therefore, the time necessary to complete the degree can be better identified after the degree plan is filed (prior to admittance into the major).

ADMISSIONS CRITERIA

1. Completion of sixty or more semester hours from accredited college(s), confirmed by official transcripts;
2. Two years of documented full-time employment or its part-time equivalent
3. Good standing at previously attended institutions with a cumulative GPA of 2.0 (on 4.0 scale)
4. Submission of two positive references—one character and one employer
5. Acceptance of the lifestyle statement as evidenced by completing and signing the application form
6. Payment of the non-refundable application fee (thirty dollars)

ENROLLMENT DEPOSIT
If a group reaches its maximum size and additional applicants wish to enroll, enrollment deposits of $100 (which apply toward tuition costs for the first term) are assessed. Confirmed admission to the group is granted on the date the enrollment deposit is paid. Enrollment deposits are accepted on a space-available basis and will not be accepted after the maximum number of students has paid a deposit. Students who pay a deposit and fail to begin classes for any reason can have their enrollment deposit rolled forward to the next group. If the student fails to enroll in that second group, the enrollment deposit becomes an administrative fee paid to the College. If the College denies admission for any reason, the enrollment deposit is refunded to the student.

PROBATIONARY ADMISSION
The Admissions Committee has the option of admitting on academic probation any student with a cumulative GPA slightly below 2.0. Probationary status continues until the 2.0 is achieved. Failure to achieve the minimum grade point average by the end of the term may result in dismissal.

RETURNING BAMA STUDENTS
A student who has withdrawn in good social and academic standing should address a letter to the Director of Adult Education requesting permission for readmission. A student who has been academically or socially dismissed may reapply for readmission by observing the following procedure:

1. The student's letter requesting readmission shall be addressed to the Director of Adult Education.
2. The Director will examine, in consultation with the Registrar, the student's original academic records and any courses completed since the suspension.
3. Social dismissal is reviewed with the Vice President for Student Development.
4. If there is reason to believe that the student will profit from another opportunity to do college work, he/she will be permitted to enroll with probationary status following at least one BAMA term out of class.
5. In the event that it is necessary to suspend the student a second time, he or she will not be eligible to apply for readmission.

SECOND BACHELOR'S DEGREE
A student who holds the bachelor's degree in another field may elect to earn a second bachelor's degree in order to have a major in Business Administration. Students seeking a second degree must complete all forty-eight semester hours in the major at Milligan College and meet all the College's general education requirements (see General Education Requirements). Students who seek a second

bachelor's degree may be eligible for financial aid. Questions regarding financial aid for a second degree are directed to the Financial Aid Office.

TUITION AND FEES

Application Fee (non-refundable)			$30
Total Tuition ($245 per semester hour)			$11,760
First Term	$2,940	Third Term	$2,940
Second Term	$2,940	Fourth Term	$2,940
Graduation Fee (added to Fourth Term Tuition)			$35
*Posting Fee (per semester hour)			$10
Technology Access Fee (per term)			$87

*Credit earned through military training, credit by examination (includes CLEP and DANTES), and any other non-traditional assessment carries a $10 per credit posting fee. Additional fees may be charged by the testing organization.

Students who must complete courses in addition to the major may register for additional courses at Milligan College. Tuition charges are based upon the current rate multiplied by the number of semester hours credit attached to the course(s).

TUITION REIMBURSEMENT

All students who use tuition reimbursement from their employer to pay their tuition must present two documents to the Students Accounts Manager prior to or at registration: a letter from the employer stating the company's reimbursement policy, and a deposit check of $597.50. This deposit covers the tuition for the first course ($490), the technology fee for the first term ($87.50), and the lifetime transcript fee ($20).

Students must pay for each course before a receipt for tuition can be issued.

A statement is provided to the employee-student at the end of every course. This statement is designed to aid the student with the reimbursement process through the employer.

Students must complete payment for a course by the end of the course. If a student falls behind in paying tuition, the student must pay the tuition and settle any questions regarding tuition reimbursement with the employer. Tuition is the responsibility of the student, not the employer.

INSTITUTIONAL SCHOLARSHIPS

Institutional scholarships are available only to students who pursue majors other than the Business Administration Major for Adults. BAMA students are eligible to

apply for state and federal tuition assistance programs, for employer reimbursement when applicable, and any other scholarship programs.

DEGREE REQUIREMENTS

The student who completes the Bachelor of Science degree with a major in Business Administration must meet all General Education Requirements (GER). Students are encouraged to complete a minor, although elective hours can constitute the balance of the degree.

1. Successful completion of 128 semester hours
2. Successful completion at Milligan College of the forty-eight semester hours in the Business Administration major (Minimum GPA in the major is 2.25)
3. A cumulative grade point average of 2.0 on all work (4.0 scale)
4. Successful completion of the general education requirements

GENERAL EDUCATION REQUIREMENTS (GER)

Some General Education Requirements (GER) are met in the Business Administration Major for Adults. Students who choose to complete a second major are not required to complete any additional GER. General Education Requirements are graduation requirements and, thus, are not an admission factor.

WITHDRAWALS (Intentional and Unintentional)

Students intentionally withdraw when they complete the appropriate paperwork to withdraw from a course or from the College. **Unintentional withdrawal** occurs when the student stops attending class and/or fails officially to withdraw. Unintentional withdrawal is a decision that has serious consequences regarding both academics and financial aid. The accumulation of significant tardiness/absence in a course, for any reason, can result in unintentional withdrawal. Unintentional withdrawal can result in a final course grade of "F."

The deadline to withdraw officially from a Business Administration Major for Adults course with a grade of "W" is prior to the third class meeting of a five-week or six-week course (or three-fifths of the course). Students intentionally withdrawing from classes before mid-term (the third week in a five-week or six-week course) receive "Ws." The grade of "F" is recorded for a student who withdraws (intentionally or unintentionally) after mid-term. Students who choose to withdraw from a course must notify the Adult Education Office that will then complete the appropriate paperwork.

Students who determine that it is necessary to withdraw from the major must notify the Adult Education Office with written rationale regarding the decision. The Adult Education Office attaches that written request to a withdrawal form that is routed to the appropriate College offices.

Any refund of tuition or fees in case of withdrawal is governed by the refund policy in the finances section. The Registrar makes any exceptions to stated academic withdrawal policy.

Students receiving financial aid who choose to withdraw or who unintentionally withdraw from a course or from the major must understand that their decision can have significant consequences related to financial aid.

FAILING GRADES/INCOMPLETE

A student who fails a course (grade of "F") can be permitted to continue with the same group in subsequent courses for the term so long as the course failed is not a prerequisite to the following course. However, the course in which the failing grade was earned must be repeated successfully prior to graduation. All BAMA students must maintain a minimum cumulative grade point average of 2.0. Students whose cumulative grade point average falls below the minimum are placed on academic probation. Failure to demonstrate improvement of the cumulative GPA until the 2.0 minimum is attained (no later than the conclusion of the current term) may result in academic dismissal. Students admitted on academic probation have one term in which to improve the cumulative GPA to 2.0. In instances of serious personal emergency, a student may be unable to complete all the requirements in a particular course by the appointed date(s). In such cases, the student must continue to attend class and must contact the instructor to request that an Incomplete ("I" grade) be granted. The student must resolve the "I" within six weeks of the course's final meeting through continuing work with the instructor. Only under extraordinary circumstances can the student apply for an incomplete grade and the six-week extension to resolve the "incomplete" grade. Students are reminded to make every effort to avoid "I" grades that are recorded on the transcript.

REPEATING COURSES

Any student who must or wishes to repeat a course may do so on a space-available basis. Tuition is paid for any repeated courses at the current tuition rate for the group with which the student will meet for that repeated course.

COURSE ATTENDANCE

Because of the concentrated scheduling and the emphasis upon participatory learning, students need to attend every class meeting. Please note that the emphasis is on attendance in a *course*. Students are expected to arrive on time for each class session. Attendance has a positive effect upon the learning that occurs in any course, but attendance is particularly important in condensed courses. Although emergencies may cause a student to be late for class or actually to miss an entire session, such situations should be the exception rather than the rule. When an emergency requires tardiness or absence, it is the student's responsibility

to contact the instructor about missed assignments and class content. Making arrangements with a classmate to receive copies of class notes or a tape of the class can be useful but cannot equal attending class. **Excessive absence can result in unintentional withdrawal and/or failure of the course.**

CALENDAR AND STUDENT LOAD

Students enroll in major courses to total twelve semester hours each term. If a student is working full-time, it is recommended that the student not enroll in any additional courses outside the major. However, those students who conclude that additional coursework is prudent may take non-major courses if the student has the prior written consent of both the Director of Adult Education and Associate Registrar. Written consent is obtained when a Course Approval Form, available in the Adult Education Office, is completed. If the student fails to obtain written consent for non-major courses, Milligan College is not committed to apply those hours toward degree requirements. Although completion of all degree requirements is ultimately the responsibility of the student, this procedure supports accurate academic advising.

PROBATION AND DISMISSAL

A student who fails to receive a 2.0 grade point average (GPA) during any period of enrollment at Milligan or who fails to have a 2.0 cumulative GPA at any time is placed on academic probation or dismissed. The student's behavior and attitude exhibited toward academic pursuit are factors in determining probation or dismissal. If the student fails to achieve a cumulative GPA of 2.0 by the end of the term in which the student is currently enrolled, the College is not obligated to grant the privilege of further study at Milligan College.

COMMENCEMENT AND BACCALAUREATE

Degree candidates are encouraged to participate in commencement ceremonies; ceremonies are conducted in May, August, and December each year. Candidates for a degree are identified through their completion of the "Intent to Graduate" form. Degree candidates must have met all degree requirements and the student's account must be paid in full prior to commencement. Arrangements must be completed as early as possible through the Registrar's Office, the Adult Education Office, and the Business Office.

ACCT 320. Accounting for Managerial Decision Making—A focus on the meaningful comprehension of accounting fundamentals through an analysis of the relationships between accounting events and financial statements. Topics include: cash flows, financial statement analysis, budgeting, and standards. Offered Term Two. Four semester hours.

BADM 315B. Principles of Marketing—A survey of marketing principles and problems and a detailed analysis of markets, market prices, and marketing agents. Consideration is given to the struggle among the various agencies for the control of the market. Offered Term Three. Three semester hours.

BADM 323. Business Law—A study of the legal system with an introduction to legal concepts as they relate to commercial transactions. The course also includes an examination of different business organizations and legislation that regulates and affects such businesses. Offered Term Four. Four semester hours.

BADM 362B. Human Resources Management—A study of the principles and policies governing employer-employee relationships and a consideration of the problems and practices of hiring, supervising, and terminating workers. Offered Term Three. Three semester hours.

BADM 375B. Small Business Management—A study of the concepts and theories that will help the student create, manage, and gain profit from a small business. Emphasis is upon those aspects of management uniquely important to small firms. Case studies and a research paper are significant parts of this study that partners theory with student experience in business and industry. Offered Term Four. Four Semester Hours.

BADM 385B. Professional and Personal Development—A study of effective professional and personal behavior. The course focuses on the behavior of workers and managers in an organizational environment. Behaviors conducive to effective communication, uses of organizational power and politics, dealing with change, and reaching personal goals are explored. Assessment and skill building exercises are used to enhance student's progress toward career advancement opportunities. Offered Term One. Two semester hours.

BADM 401B. Principles of Management and Supervision—An examination of leadership styles and motivational theory as applied to the management and supervision of people in business and institutional communities. Negotiations and arbitration are included in this focus. Offered Term Three. Three semester hours.

BADM 470B. Business Strategy—An integrated study of the functional areas of finance, marketing, and management through a series of readings, lectures, and case analyses. This study of corporate and business level policy and strategy making is develop strategy making is developed using a top management perspective. A comprehensive final project requiring significant research and case analysis is presented at the conclusion of the course. Prerequisites: Business Administration 315B, 401 B, and Economics 301B. It is strongly suggested that students complete all other courses in the major prior to Business Strategy as this

capstone course integrates the entire curriculum. Offered Term Four. Four semester hours.

BIBL 471B. Christ and Culture—A study of the impact of the Christian faith as found in the New Testament upon contemporary Western culture. Some attention is given to conflicting ideologies expressed in literature, art, music, and media in the light of a biblical world. Prerequisites: Bible 123 and 124. Offered Term Three. Three semester hours.

CIS 275B. Computer Applications for Business—A study of the Windows environment and current Windows applications. "Hands-on" experience with word processing, spreadsheet, relational database, and presentation software emphasizes their utilization in a business environment. A student portfolio consisting of documents produced in each application if a significant course project. Offered Term One. Four semester hours.

ECON 201B. Macroeconomic Principles—A study of demand and supply, private and public economic sectors, national income accounting, theories of employment, business cycles, and economic growth. Offered Term One. Three semester hours.

ECON 202B. Microeconomic Principles—A study of economic decision-making at an individual consumer and firm level. Particular attention is paid to the theories of consumer and firm behavior as well as the demand for and efficient utilization of resources. Prerequisite: Economics 201B. Offered Term One. Three semester hours.

ECON 301B. Corporate Finance—A study of the basic financial structure of the corporate type of business enterprise. Emphasis is given to the various methods of financing and to the role that management plays in determining financial policy. Prerequisite: Accounting 320. Offered Term Two. Four semester hours.

MATH 213B. Business Statistics—A study of data analysis and statistical inference as well as various statistical methods as various statistical methods as applied to topics in business administration. Emphasis is placed upon the use of statistical inference to reduce the impact of limited information from which business people must draw conclusions and make decisions. Topics include descriptive statistical measures, probability, random samples, skewness, random variables, analysis of variance, correlation and regression. Twelve certifications in statistical exercises and a group project assist students in achieving course objectives. Offered Term Two. Four semester hours.

CHEMISTRY

AREA OF SCIENTIFIC LEARNING

Professors Junker, Lura, and Nix

The chemistry major supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major field of study.
>
> Students will gain an enriched quality of life through awareness of health issues, appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

The chemistry curriculum is designed for the student planning a career in industry, research, engineering, teaching, or the biological sciences. It also contributes to the application of this science to daily life.

Graduates with a major in Chemistry are expected to (1) demonstrate skills in laboratory practices and instrumental techniques; (2) be capable of interpreting, evaluating, and clearly communicating scientific information in verbal format, written format, and/or computer-based technology; (3) be familiar with basic information contained in physics and mathematics or biology and physics or physics and mathematics; (4) demonstrate proficiency in three or more of the four major branches of chemistry (inorganic, organic, analytical, and physical).

The chemistry major leading to the Bachelor of Arts degree consists of 40–42 hours of course work as follows: twenty-four hours of chemistry which must include Chemistry 170, 171, 202, 301, 302, and a four-hour elective in chemistry excluding Chemistry 150 and 151; Physics 203 and 204; and four hours credit in Mathematics 211, or six hours credit in Mathematics 111 and 112, or six hours credit in Mathematics 111 and 213. Students selecting this major also complete an academic minor. Foreign language through the intermediate level is required.

Students electing the B.A. degree in chemistry may also complete the requirements for teacher licensure in chemistry on the secondary level. A minor may be selected in either General Science or Mathematics. Students seeking secondary teaching licensure must complete the following Mathematics minor:

Mathematics 211, 212, 213, 303, and one three-credit hour elective, 200 level or above.

The chemistry major leading to the Bachelor of Science degree consists of thirty-six hours which include Chemistry 170, 171, 202, 203, 301, 302, 401, 402, and four hours of chemistry electives excluding Chemistry 150 and 151. Students must also complete Mathematics 211, 212, and 303 and Physics 203 and 204. This major is intended for students interested in pursuing graduate studies in chemistry or working in the chemical industry.

Students pursuing entrance into paramedical curricula (such as pharmacy, physical therapy, optometry, and others) or seeking secondary teaching licensure in Chemistry may elect the following modified Bachelor of Science degree program with 36 hours in the major: Chemistry 170, 171, 202, 203, 301, 302, 310, 405, and a four-hour chemistry elective excluding Chemistry 150 and 151. Supporting requirements include Biology 111 and 112 and Physics 203 and 204. Students electing this major must complete an academic minor. Pre-requirements for paramedical programs vary depending on the program and institution. Students must check the pre-requirements for admission to the programs they are interested in applying to and, with the help of their adviser, adjust their minor and/or electives so that the requirements are met.

Courses in the majors listed above will fulfill the general education requirements for the laboratory sciences and mathematics. Courses in the chemistry minor will fulfill the general education requirements for the laboratory sciences.

The chemistry minor consists of at least twenty hours including Chemistry 170, 171, 301, 302, and either 202 or 310.

150. Survey of General Chemistry—A one-semester survey of the principles of inorganic chemistry, including atomic/molecular structure and nomenclature, gas laws, chemical equilibrium, and acid/base theory. Not applicable toward a chemistry major or minor unless by consent of the Chair of Scientific Learning. Three hours lecture, one-hour recitation and one two-hour laboratory per week. Offered fall term each year. Four semester hours.

151. Organic and Physiological Chemistry for Non-Majors—A one semester survey of organic chemistry, including structure and nomenclature, functional groups, functional group reactivity, biologically important molecules, and introduction to human metabolism and nutrition. Not applicable toward a chemistry major or minor unless by consent of the Chair of Scientific Learning. Prerequisite: Chemistry 150 or consent of the instructor. Three hours lecture, one-

hour recitation, and one two-hour laboratory per week. Offered spring term each year. Four semester hours.

170–171. General Chemistry—A study of the principles of general chemistry including atomic/molecular structure, bonding, stoichiometry, equilibria, kinetics and descriptive chemistry of the elements. Laboratory work includes basic laboratory techniques and Qualitative Analysis during the second semester. Prerequisite: algebra, high school chemistry or Chemistry 150, or consent of the instructor. Students wishing to take this course to fill the laboratory science general education requirement must have the consent of the instructor. Three hours lecture, one hour of recitation, and one three-hour laboratory per week. Chemistry 170 and 171 are offered as a year sequence beginning in the fall term each year. Four semester hours each semester.

202. Quantitative Analysis—A course including representative types of gravimetric and volumetric analysis and a study of the techniques and fundamental principles of analytical chemistry and the stoichiometric problems. Offered fall term each year. Four semester hours.

203. Instrumental Analysis—An introduction to the theory and application of electrometric, spectrometric, and chromatographic methods of analysis. Prerequisite: Chemistry 202 or consent of the instructor. Three hours lecture and one three-hour laboratory per week. Offered spring term each year. Four semester hours.

301–302. Organic Chemistry—A study of the structure, nomenclature, preparation, reactivity, spectroscopic techniques, and functional group analysis of organic compounds, aliphatic and aromatic. Prerequisite: Chemistry 171. Three hours lecture and one three-hour laboratory per week. Chemistry 301/302 are offered as a year sequence beginning in the fall term each year. Four semester hours each semester.

310. Biochemistry—A comprehensive study of the chemical process taking place in living cells with special emphasis on metabolism and related chemical principles. Prerequisites: Chemistry 301 and 302 or the consent of the instructor. Offered fall term each year. Five semester hours.

311. Organic Qualitative Analysis—A course in the standard methods of identification of organic compounds. Prerequisite: Chemistry 302 or concurrent enrollment. Offered spring term alternate years. Four semester hours.

401–402. Physical Chemistry—The study of the states of matter, elementary thermodynamics, solutions, electromotive force, chemical and ionic equilibria

colloids, and atomic and nuclear structure. Prerequisites: Chemistry 171, 202, 301, and 302 and Physics 203–204. Chemistry 401 and 402 are offered as a year sequence beginning in the fall term each year. Four semester hours each semester.

405. Advanced Inorganic Chemistry—Modern bonding theories are presented and applied to inorganic compounds, especially to coordination compounds. The effects of structure and bonding on chemical properties are explored. Synthesis and characterization of a variety of compounds are carried out in the laboratory. Prerequisite: Chemistry 202, or concurrent enrollment. Three hours lecture and one three-hour laboratory per week. Offered spring term alternate years. Four semester hours.

490. Research Problem—Research on special problems in chemistry under the direct supervision of an instructor. Prerequisite: Twenty hours of chemistry and consent of the faculty member to direct the research problem. Offered as needed. One to four semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics vary from semester to semester. One to three semester hours.

CHRISTIAN EDUCATION

AREA OF BIBLICAL LEARNING

Professors Higgins, L. Magness, and R. D. Roberts
Associate Professors Farmer and Helsabeck
Assistant Professors Heard, Matson, and Miller

Leadership service in the name of Christ has been foundational to Milligan College since its inception. A "Christian world view" shapes all else about the College, and a major in Christian Education provides the opportunity to help others learn and live in that same life-view. The first two Values affirmed in our Mission Statement ("A Positive, Personal Christian Faith That Jesus is Lord and Savior" and "A Commitment to Follow the Teachings of the Christian Scripture in One's Personal and Social Ethics") provide the focus for this major. Likewise, "The Capacity to Recognize and Assume Responsibility in Society" and a concern for "The Knowledge, Meaning, and Application of Sound Scholarship" indicate the perspective of the Christian Education major. This aims to see the big picture of lifelong learning in Christ, and the direction is often one of administration and equipping others to minister for Christ.

The Christian Education major prepares people to lead in developing a comprehensive program of Christian Education in several diverse formats. Most often this will be developing the educational program of a local church and often with emphasis on children's education, but it is also aimed toward the holistic view of what Christian Education can mean in its fullest perspective. Sometimes people will use this major to work in a Christian school or academy, and it can also provide good background for camp or parachurch organizations that focus on education. Because it is broad and comprehensive in nature, this major prepares people for many forms of ministry.

Milligan College expects those who graduate with Christian Education majors to (1) be prepared for service in a leadership role of ministry in the church; (2) be able to organize and administer a good Christian education program in a church, or to use that preparation in comparable areas of leadership; (3) have a good foundation in biblical, church historical, and practical studies for lifelong learning; (4) be equipped to pursue seminary or graduate education with a good preparation for that advanced study; (5) provide a good Christian example as a student of scripture. Emphases of spiritual dependence upon God, solid academic study including serious study of the Bible itself and practices of both integrity and effectiveness highlight a Christian Education major from Milligan.

The Christian Education major at Milligan leads to the B.A. degree, which requires the study of a foreign language through the intermediate level. In addition to the Bible courses required of all students (Bible 123, 124, and 471), the major requires thirty-five hours which must include Bible 201, 202, plus three additional hours of Old Testament; History 341–342, 431; Christian Ministries 217, 250–253 for two hours, 261, 273, 304, 308, and 491 for two hours. A minor course of study must be selected from an area other than the Area of Biblical Learning.

The Christian Education minor consists of twenty or twenty-one hours and includes Bible 201, 202, 211, History 341, 342; and Christian Ministries 261 and either 304 or 308.

CHRISTIAN MINISTRY

AREA OF BIBLICAL LEARNING

Professors Higgins, L. Magness, and R. D. Roberts
Associate Professors Farmer and Helsabeck
Assistant Professors Heard, Matson, and Miller

Ministry or service, especially in the name of Christ, provides the fullest expression of realizing what Milligan College seeks to achieve. Motivation for

ministry must come from "A Positive, Personal Christian Faith that Jesus is Lord and Savior" (the first statement of Milligan's Mission Statement) or it will never be effective or long lasting. Likewise, "A Commitment to Follow the Teachings of the Christian Scripture in One's Personal and Social Ethics," "The Capacity to Recognize and Assume Responsibility in Society," and "The Knowledge, Meaning, and Application of Sound Scholarship" all find opportune expression in Christian Ministry.

The Christian Ministry minor prepares people for serving Christ in a variety of ways, especially as a bi-vocational or volunteer leader. With the basic concept of Milligan College that "every Christian is a minister" of some type, this minor can prepare people specifically for service in a church setting or a church-related organization. Classes with this focus form a significant part of each major in the Area of Biblical Learning, and the use of them as a minor provides a supplement to whatever major is selected, positioning a person for effective service in a broad range of roles.

Milligan College expects those who graduate with Christian Ministry minors to (1) be prepared to assist in a leadership role of ministry in the church; (2) understand enough of the workings of a church staff to assume a position of responsibility in a church; (3) have a good sampling of biblical, church historical, and practical studies to encourage lifelong learning; (4) provide a good Christian example as a student of scripture. Emphases of spiritual dependence upon God, solid academic study including serious study of the Bible itself, and practices of both integrity and effectiveness highlight a Christian Ministry minor from Milligan.

The Christian Ministry minor consists of twenty hours and includes Bible 201, 202, 211, History 341, 431; and Christian Ministries 273 and either 276 or 415.

A major course of study must be selected from an Area other than the Bible Area.

217. Introduction to Youth Ministry—A basic course of concepts, philosophies, and some methods current in the field of ministering to youth through the church. This includes some practical experience and is intended both for those planning a career in youth ministry and those preparing for better church service. Offered fall term each year. Three semester hours.

250. Practical Ministries Colloquium A—Missions, Christian Unity, Church and Government. Offered fall term alternate years. One-half hour per semester.

251. Practical Ministries Colloquium B—Evangelism and "Marketing," Counseling, Weddings, and Funerals. Offered spring term alternate years. One-half hour per semester.

252. Practical Ministries Colloquium C—Ministerial Ethics, Finances, Church Administration. Offered fall term alternate years. One-half hour per semester.

253. Practical Ministries Colloquium D—Worship and Music, Baptism and Communion. Offered spring term alternate years. One-half hour per semester.

261. Introduction to Christian Education—A survey course introducing the student to the total program of Christian education in the local church. Principles, organization, curriculum, methods, leadership, and related matters are treated. Offered fall term each year. Three semester hours.

270. Introduction to Christian Missions—A study of the biblical and theological basis for missions, pointing out the implications of ecumenics, anthropology, and changing world conditions for present missionary practice. Offered spring term alternate years. Three semester hours.

271. History of Christian Missions—A survey of the history and progress of missions since the beginning of Christianity. Offered only on demand. Offered spring term alternate years. Three semester hours. Same as History 271.

273. Introduction to Ministry—A preliminary study of homiletics, church administration, worship leadership, ministerial ethics, and practical ministry (including attention to baptisms, weddings, funerals, etc.). Required for all Bible and ministry majors. Prerequisite: Communications 102. Offered fall term each year. Three semester hours.

276. Homiletics—A continued study of the preparation and delivery of sermons, with considerable emphasis on student preaching and evaluation. Prerequisite: Christian Ministry 273. Offered spring term each year. Two semester hours.

304. Materials and Methods of Christian Education—A study of the materials, methods, agencies, and programs used in the Christian nurturing of children and youth. Special emphasis is placed upon the opportunities for Christian teaching seen in Vacation Bible School, graded worship, expression groups, and Christian camping. Prerequisite: Christian Ministry 261 or prior permission of instructor. Offered spring term alternate years. Three semester hours.

308. Organization and Administration of Christian Education—A study of church educational organizations and activities with an emphasis on administering these activities. Prerequisite: Christian Ministry 261 or prior permission of instructor. Offered spring term alternate years. Two semester hours.

318. Materials and Methods of Youth Ministries—A study of the available resources for ministering to the needs of youth in the church. Prerequisite: Christian Ministry 217 or prior permission of instructor. Offered spring term alternate years. Two semester hours.

321. Leadership Development Seminar—An interdisciplinary course in Bible and Social Learning designed to consider skills and purposes in group dynamics, conflict resolution, and effective leadership in voluntary associations. Prerequisite: either Christian Ministry 217, 273, or prior permission of instructor. Offered spring term alternate years. Two semester hours.

375. Narrative and Story-Telling—The study and practice of developing and using stories and other narrative forms to communicate biblical truth. Exercises involve the application of narrative materials to both sermon and lesson formats. Attention is given to using literary narrative materials as well as creating stories from one's own experience and observations. Offered fall term alternate years. Two semester hours.

415. Studies in Contemporary Evangelism—A review of the concept of evangelism in the New Testament and of the types of evangelism employed by the church throughout Christian history. A careful analysis/evaluation is made of the various contemporary forms of evangelism. Offered spring term alternate years. Two semester hours.

430. Servanthood in the Third Millenium—An examination of the nature of servanthood and the formation of the servant of Christ for the world. Topics include identity of the servant, spiritual formation, the role of community, the servant and culture, preparation for service, and serving across cultural lines. Offered periodically. Three semester hours.

470. Current Issues in World Mission—A study of important movements and trends within the field of world mission. Topics of discussion include models of ministry, leadership and missions, the internationalization of mission, and mission to North America. Offered periodically. Three semester hours.

491. Practicum in Ministry—Involvement in ministry either in a local congregation or a mission field with approved supervision and evaluation. Arrangements are to be made through the Supervisor of Bible/Ministry Internships. Two semester hours. Note: This requirement is normally met during a term of not less than eight weeks during the summer following the junior year at a location other than the student's home area.

491. Practicum in Missions—Involvement in ministry on a mission field with approved supervision and evaluation. Arrangements are made through the Missions professor. Three semester hours. Note: This requirement is normally met during a term of not less than eight weeks during the summer following the junior year.

COACHING

AREA OF PROFESSIONAL LEARNING (EDUCATION)

Associate Professor Doan
Assistant Professor Simonsen

The Coaching minor supports the following goals of Milligan College:

Students will gain an enriched quality of life through awareness of health issues, appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

Students will participate in the activities of a healthy lifestyle such as intramurals, intercollegiate sports, musical and theatrical groups, student clubs, student government, and other campus-sponsored extracurricular endeavors, in preparation for life-long participation in similar activities.

The Coaching minor prepares students to coach in school or community settings or also to pursue graduate studies in coaching.

The minor in Coaching consists of nineteen hours and includes Human Performance and Exercise Science 270, 302 (for a total of six hours), 309, 310, 322, and 404.

COMMUNICATIONS

AREA OF PERFORMING, VISUAL, AND COMMUNICATIVE ARTS

Associate Professors Dahlman and Montgomery
Assistant Professors Anthony, Steffey, and Suit

The communications major supports the following goal of Milligan College:

Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively,

to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major field of study.

The Communications major prepares students to work in various specialties of today's media and to adjust to the inevitable changes that are ahead. This is accomplished through a curriculum blending critical analyses, theoretical issues, and practical skills. Central to the major is an approach to the study of communications from a distinctly Christian worldview.

Graduates with a major in Communications are expected to 1) demonstrate an understanding of how various media shape modern life, emphasizing the relationship between Christian faith and life; 2) demonstrate the ability to think and write clearly and effectively in their area of expertise (Journalism, Public Relations, and Radio and Television Production/Broadcasting); 3) demonstrate a practical knowledge of their area of expertise; 4) demonstrate knowledge of current research in their field of expertise; 5) demonstrate skill in computer applications relating to their area of expertise.

The major in communications may be a B.A. program that requires completion of a foreign language through the intermediate level. The student may elect the B.S. degree that requires Mathematics 213 and Computer Information Systems 275.

In addition to the twenty-one hours of core courses, a student must also complete twelve to eighteen hours in one of the following specialties: journalism, public relations/advertising, or radio and television production/broadcasting. Students pursuing the public relations/advertising specialty are required to complete a modified minor in business administration (unless special permission to complete another minor is granted by the chair of the communications faculty). This minor consists of Economics 201, 202, Business Administration 304, 315, 362, 375, and 421.

The minor in communications requires Communications 101, 201, 205, 207, and six hours of communication upper division electives.

Required Core Courses

Communications 101
Communications 201
Communications 205
Communications 207
Communications 491
two upper division Communications electives

Specialties

Journalism
Communications 237
Communications 313
Communications 335
Communications 337
Communications 431
Communications 432

Public Relations/ Advertising
Communications 237
Communications 311
Communications 313
Communications 413

Radio and Television Production/ Broadcasting
Communications 284
Communications 323
Communications 325
Communications 421
Communications 423
Communications 484

101. Introduction to Mass Media: Culture and Religion—An introductory look at systems and theories in today's media, including print, film, radio, public relations, advertising, television, and Internet. This survey includes the consideration of how moral and religious issues are addressed by secular news and entertainment media. Offered fall term each year. Three semester hours.

102. Speech Communication—A study of the basic principles of interpersonal, small-group, and public communication with emphasis on public speaking. Exercises in each area will be used to focus attention on individual needs and skills. Offered every term. Three semester hours.

201. Principles of Interpersonal Communication—An introduction to the processes and dynamics of human interaction, both in face-to-face settings and in small groups. The study includes both verbal and non-verbal forms of communication as well as material related to symbolic interaction. Offered every term. Three semester hours.

202. Intermediate Speech Communication—A study of the techniques of various types of speech communication, including the role of speech and the use of language in society. Prerequisite: One year of speech or debate in high school or permission of the instructor. Three semester hours.

205. Reporting for Public Media—An introduction to and practice in writing for newspapers, magazines, and aural/visual media. Proficiency in composition is a prerequisite. The course focuses on the styles of writing for each medium as well

as the fundamentals of newswriting itself. Offered every term. Three semester hours.

207. History of Media and Christianity—An in-depth study of the history and development of the media that shape contemporary life, emphasizing the effect technology has had on the Christian faith and practice. The course will examine oral traditions, the printing press and the Reformation, media in missions, the "electronic church," and emerging forms of computer-driven media. Offered spring term each year. Three semester hours.

237. Basic Photography—An introduction to the 35mm camera and basic darkroom procedures. Students develop confidence in picture-taking and picture-printing procedures. Offered every term. Three semester hours.

240. Theatre/Broadcast Make-up—An introductory studio course emphasizing the basic principles, theories, and techniques of two-dimensional theatrical make-up. The principles learned in this class may be applied to any theatrical stage environment as well as to film and television production. "Hands-on" experience is emphasized. Offered spring term of odd years. Three semester hours.

242. Fundamentals of Acting—A study of techniques in acting. Class exercises are designed to develop relaxation, concentration, and improvisation skills. Audition techniques, monologue studies, and scene study are also emphasized. Laboratory experience includes participating in some facet of the current semester's drama production. Offered fall term each year. Three semester hours.

284. Radio Production—A study of the processing techniques dealing with both live and recorded sound. Primary emphasis is upon the manipulation of that sound for radio broadcast, although consideration is given to live and studio recording. Content includes the understanding of the physical aspects of the creation of sound, proper use of microphones, sound mixing, as well as principles and techniques of recording and play back. Vocal sound production for speech and fundamentals of announcing are also covered. Offered fall term each year. Three semester hours.

310. Intermediate Photography—An opportunity for students to expand their understanding of techniques and ideas presented in Basic Photography. Emphasis is placed on personal interpretation and visual communication. Prerequisite: Communications 237. Offered every term. Three semester hours.

311. Writing for Public Relations/Advertising—An introduction to the specialty writing skills related to these two industries. Special attention is given to the creation of advertising copy for all mediums and the preparation of press releases

and press kits. Intensive practice is given in the composition of brochures, newsletters, and informational speeches. Prerequisite: Communications 205. Offered fall term each year. Three semester hours.

313. Desktop Publishing—A publishing course designed to give students practice and experience with the leading PC desktop program, QuarkXPress, to create professional-looking publications including newsletters, advertisements, stationery, flyers, business cards, and announcements. Other skills learned include scanning and editing photographs using Adobe PhotoShop. Prerequisite: Computer Information Systems 275. Offered every term. Three semester hours.

323. Introduction to Television Production—An introduction to the process of producing programs for use in audio/visual media, whether for "limited" in-house use or for broadcasting. The course provides an orientation to broadcast equipment and procedures essential for such production, as well as supervised practical experiences. Prerequisite: Communications 325. This course is a prerequisite for Advanced Television Production. Offered fall term each year. Three semester hours.

325. Writing for Broadcast Media—An advanced course in radio and television script writing for both news and commercial broadcast media. Attention is given to the process of writing as a basis for production and as a way to supplement visual material. Prerequisite: Communications 205. This course is a prerequisite for Introduction to Television Production. Offered fall term each year. Three semester hours.

328. TV and Film Criticism—An examination of how the two dominant visual mass media of television and film create meaningful narrative through their common aesthetic technique. Areas studied include cinematography, the script, acting, and film theory and the application of this knowledge to an understanding of how audience members analyze television and film works with an emphasis on applying a critical Christian perspective. Offered alternate years. Three semester hours.

331. Specialty Reporting and Writing—An in-depth look at the skills needed to apply basic reporting and newswriting techniques to specific subjects such as science, sports, education, the arts, and religion. The emphasis is on short, timely news reports. The class will also consider trends in specialty publications and news services. Prerequisite: Communications 205. Offered spring term of odd years. Three semester hours.

335. Editing and Style in Print Media—A survey of the fundamentals of editing, style, layout, and production in print media such as newspapers, newsletters, and

magazines. Attention is given to the impact of computers and emerging forms of technology, such as fiberoptic networks. Lab work with *The Stampede* is required. Offered spring term alternate years. Three semester hours.

337. Photojournalism—An introduction to the relationship between photography and print media, including photographic techniques and processes. Special attention is given to the use of photography as an aid to news presentation. Prerequisite: Communications 237. Offered spring term each year. Three semester hours.

340. Fundamentals of Directing—A course emphasizing study of the various elements in the production of a play: theory, selection of plays, production, interpretation of the play, scene design, costumes, and make-up. The course culminates in the direction of a one-act play for the public. This course is especially recommended for students preparing to supervise plays in the public schools. Offered spring term of even years. Three semester hours.

341. Principles of Organizational Communication—An overview of organizational communication and the role that it plays in the American system. Attention is given to the nature of leadership, to organizational structure in business and industry, and the role of communication in the process by which complex tasks are carried out. Offered spring term alternate years. Three semester hours.

345. Dynamics of Group Communication—The study of how groups and collectivities of people organize and maintain themselves. The course includes a study of theories in group dynamics as well as an examination of why groups sometimes fail. Offered spring term alternate years. Three semester hours.

384. Advanced Recording Techniques—A continuation of Radio Production with a focus on obtaining sound in a studio or field environment, editing, and manipulation of recorded material for content and time considerations. Topics include microphone selection and placement, remote and studio recording procedures, creation and use of sound effects, and news documentaries. Prerequisite: Communications 284 or consent of the instructor. Offered spring term alternate years. Three semester hours.

413. Public Relations Practices—An introduction to the public relations process and industry, including a survey of tasks that are performed by every public relations practitioner. Emphasis is on the role of public relations within the media system as well as in the American social and political economy. Prerequisite: Communications 311. Capstone Class; students majoring in Public Relations must

pass the final exam with a C or above. The final exam is the senior exam. Offered spring term each year. Three semester hours.

421. Advanced Television Production—An opportunity for students to reinforce the skills learned in the introduction production course by becoming part of a team that produces a thirty-minute weekly news program airing on local cable TV. Students will write news copy, anchor the news, edit, direct, serve as videographers or audio technicians to produce these programs. Prerequisite: Communications 323 and 325. Offered spring term each year. Three semester hours.

423. Video Program Design—Supervised practice in the production of programs for broadcast or use in aural-visual settings. Productions are planned and carried out for group work within the context of the course. Attention focuses on every step of the production process from idea conception and program development through script writing, videotaping, and editing the final program. Prerequisite: Communications 323. Capstone Class; students majoring in Broadcast Communication must pass the final exam with a C or above. The final exam is the senior exam. Offered every spring term. Three semester hours.

431. Feature Writing for Print Media—A practical course in researching and writing in-depth feature articles for newspapers and magazines, including a survey of trends in feature writing. Students are encouraged to submit feature articles to the campus newspaper and to regional or national publications. This course includes the development of a professional portfolio. Offered every term. Three semester hours.

432. Religion, Ethics and Law in Journalism—A course addressing religious, ethical, and legal issues in journalism, with an emphasis on integrating Christian values and worldview with a career in secular or religious media. This course includes the journalism program's comprehensive exam. Capstone Class; students majoring in Journalism must pass the final exam with a C or above. The final exam is the senior exam. Offered every term. Three semester hours.

441. World Cinema—A study of ethnic filmmakers who are rarely seen by American audiences, involving the viewing and discussion of films by ethnic filmmakers both within the United States and around the world. Offered every term. Three semester hours.

481. Print Media Lab—A guided studies course in which students may receive course credit for advanced readings and special on-campus projects in print journalism. Prerequisite: consent of instructor. One to three hours of credit.

482. Visual Media Lab—A guided studies course in which students may receive course credit for advanced readings and special on-campus projects in television, video, film, and other visual media. Prerequisite: consent of instructor. One to three hours of credit.

483. Public Relations Lab—A guided studies course in which students may receive course credit for advanced readings and special on-campus projects in public relations. Prerequisite: consent of instructor. One to three hours of credit.

COMPUTER INFORMATION SYSTEMS

AREA OF PROFESSIONAL LEARNING

Professor Carter
Associate Professor Barkes

The Computer Information Systems major supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, and to understand a significant body of material in their major field of study.
>
> Students will gain an enriched quality of life through stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

The major in computer information systems (CIS) is designed to prepare students for careers as programmers/analysts, lead programmers, management information systems directors, and systems project leaders for applications in business, industry, and government.

Course work in this major emphasizes systems analysis and design, programming, and management. It is recommended that students with a major in computer information systems complete a minor in a business-related area.

Students interested in mathematical and scientific applications of computing should refer to the computer science (CS) section of this catalog. Students majoring in computer information systems may not minor in computer science.

Graduates with a major in Computer Information Systems are expected to (1) possess a thorough understanding of the information systems analysis and design process, as well as the development (programming) and implementation (hardware, software, networking) processes of computing applications in a

business environment; (2) possess oral and written communication skills necessary to convey technical information in a business or technical environment; (3) have acquired knowledge and skills needed for positions in a variety of computer/business-related fields.

The Computer Information Systems major leading to the Bachelor of Arts degree consists of fifty-one hours which includes Computer Information Systems 201, 211, 213, 275, 305, 341, 420, 450, 491, Business Administration 331, Mathematics 213, and six hours of electives in computer information systems. Foreign language through the intermediate level is required.

The Computer Information Systems major leading to the Bachelor of Science degree consists of thirty-nine hours which includes Computer Information Systems 201, 211, 213, 275, 305, 341, 420, 450, 491, Business Administration 331, Mathematics 213, and six hours of electives in computer information systems.

The minor in computer information systems consists of Computer Information Systems 201, 211, 213, 275, 305, 341, 420, Mathematics 213, and three hours of electives in computer information systems.

Mathematics 213 fulfills the general education requirement in mathematics. Proficiency tests are available for Computer Information Systems 211 and 275 for students who already have knowledge in these areas.

201. Introduction to Information Systems—An introductory course in information systems. The primary objective is to build a basic understanding of the value and use of information technology for business operations, managerial decision-making, and strategic advantage. Offered fall term each year. Three semester hours.

211. Programming I—An introduction to all aspects of programming and the problem-solving process. A structured high-level language will be used with emphasis on designing, coding, debugging, and documenting programs. Laboratory use of a computer is an integral part of the course. Offered fall term each year. Three semester hours.

212. Advanced Programming—This is a second course in programming, going beyond the procedural concepts into an object-oriented process. Specific object-oriented techniques: objects, classes, inheritance, and polymorphism. Laboratory use of a computer is an integral part of the course. Prerequisite: Computer Information Systems 211. Offered spring term alternate years. Three semester hours.

213. COBOL—A study of programming techniques appropriate to the preparations of business oriented computer systems using the COBOL programming language. The study covers program design standards and program modularity as well as debugging and testing techniques. Laboratory use of a computer is an integral part of the course. Prerequisite: Computer Information Systems 211. Offered fall term each year. Three semester hours.

275. Windows Applications—A study of the Windows environment and current Windows applications which will include "hands-on" experience with word processors, spreadsheets, data base and presentation software. Offered every term. Three semester hours.

297. Visual BASIC—An introduction to Windows application programming using Visual BASIC, an evolutionary step in simplification of Windows programming. A knowledge of BASIC programming is helpful but not essential. The student should also have knowledge of the Windows operating environment. Computer Information Systems 211 or consent of instructor. Offered spring term each year. Three semester hours.

305. Database Applications—A study of data base management system concepts including data models and physical aspects of database. The course includes "hands-on" study of beginning and advanced features of database management packages, which explore the topics of table creation, finding and editing records, and report, form, and query design using programming and macro techniques. Prerequisite: Computer Information Systems 211 or equivalent. Offered fall term each year. Three semester hours.

313. Advanced COBOL—A transitional course from procedural COBOL (Computer Information Systems 213) to object-oriented COBOL. This course will involve usage of an object-oriented COBOL compiler, object-oriented design with classes, inheritance, and information hiding. Prerequisite: Computer Information Systems 213. Offered spring term alternate years. Three semester hours.

320. Data Structures—Topics will include basic data structures, abstract data types, recursive algorithms, sorting and searching, problem solving strategies, and other algorithmic design. Prerequisites: Computer Science 212 and Mathematics 214. Offered spring term alternate years. Three semester hours.

332. Management Information Systems—A study that integrates topics of management and organization theory, information and communication theory, and systems theory relevant to managing an organization's information resource with

computer emphasis in system design. Prerequisite: Computer Information Systems 201 and 275. Three semester hours.

341. Systems Analysis and Design—A study of system design and implementation methods commonly used. The course provides an overview of the system development life cycle and in-depth coverage of the analysis phase of the life cycle. Use of a computer is an integral part of the course. Prerequisite: Computer Information Systems 211 and 305. Offered fall term each year. Three semester hours.

420. Data Communication and Networking—An introduction to data transmission concepts and techniques. Topics included are: transmission media, analog and digital signals, data transmissions, multiplexing, network topologies, data security, Ethernet, token rings, and wide area network protocol. Prerequisite: Computer Information Systems 211. Offered spring term each years. Three semester hours.

431. Operating Systems—A study of operating systems of both mainframe and microcomputers. The course includes single program systems, multi-programming and timesharing, command languages and JCL, libraries and linkage editors, and multi-user systems. Prerequisite: Computer Information Systems 212. Offered fall term each year. Three semester hours.

441. Software and Hardware Concepts—A survey of technical topics related to computer systems with emphasis on relationships among hardware architecture, systems software, and application software. Prerequisite: Computer Information Systems 211. Offered fall term alternate years. Three semester hours.

450. Systems Project Management—A senior project course in which students will incorporate all aspects of previous study in computer information systems such as computer applications, programming, systems analysis, hardware/software concepts, and data communication to solve a real-life business problem. Prerequisite: Computer Information Systems 305, 341, and 420. Open to senior computer information system majors only or by permission of the instructor. Offered spring term each year. Three semester hours.

491. Internship—A practicum experience in which students work in a professional setting using computer information systems skills from their major courses. Prerequisite: Consent of major professor. Offered every term. One to six semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics

considered vary from semester to semester. Prerequisite: Permission of the instructor or major professor. One to three semester hours.

COMPUTER SCIENCE

AREA OF SCIENTIFIC LEARNING

Professor Carter
Associate Professors Barkes, Glover, and Shirley

The computer science major supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major field of study.
>
> Students will gain an enriched quality of life through awareness of health issues, appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

The computer science major (CS) is intended for students interested in mathematical and scientific applications of computing and for those who plan graduate study in computer science. The computer science major is oriented toward the study of concepts, theory, and practical application of computer science as a scientific discipline. Students will be exposed to several primary areas in computer science, such as operating systems, computer architecture, database design, formal languages, parallel processing, and analysis of algorithms.

Students interested in combining business-related courses with computer technology should refer to the computer information systems (CIS) section of this catalog. Students majoring in computer science may not minor in computer information systems.

Graduates with a major in computer science are expected to: (1) possess a thorough understanding of computing systems as well as the development and implementation processes of computing applications in a scientific, industrial, or business environment; (2) demonstrate algorithmic thinking and problem solving skill relevant to the solving of problems related to computing; (3) develop oral and written communication skills necessary to convey technical information in a technical environment; (4) acquire knowledge and skill needed for positions in a variety of computer/math related fields.

The computer science major consists of thirty-eight semester hours. Required courses include Computer Science 211, 212, 305, 317, 320, 420 or 441, 431, Mathematics 211, 212, 214, 307 and three hours of electives in computer science or mathematics at the junior or senior level.

The computer science minor is intended for students interested in mathematical and scientific applications of computing. The minor is highly compatible with many diverse fields, including mathematics, business, technology, communications, natural sciences, social sciences, education, and health-related disciplines. Students pursuing a minor in computer science may not major in computer information systems.

The minor in computer science consists of twenty-two hours including Computer Science 211, 212, 317, 420 or 441, Mathematics 211, 214 and 3 hours of electives in computer science or mathematics at the junior or senior level.

A proficiency test is available for Computer Science 211 for students who already have knowledge in this area.

211. Programming I—An introduction to all aspects of programming and the problem-solving process. A structured high-level language will be used with emphasis on designing, coding, debugging, and documenting programs. Laboratory use of a computer is an integral part of the course. Offered fall term each year. Three semester hours.

212. Advanced Programming—This is a second course in programming, going beyond the procedural concepts into an object-oriented process. Specific object-oriented techniques: objects, classes, inheritance, and polymorphism. Laboratory use of a computer is an integral part of the course. Prerequisite: Computer Science 211. Offered spring term each year. Three semester hours.

297. Visual BASIC—An introduction to Windows application programming using Visual BASIC, an evolutionary step in simplification of Windows programming. Knowledge of BASIC programming is helpful but not essential. The student should also have knowledge of the Windows operating environment. Prerequisite: Computer Science 211 or equivalent. Offered spring term each year. Three semester hours.

305. Database Applications—A study of data base management system concepts including data models and physical aspects of database. The course includes "hands-on" study of beginning and advanced features of database management packages, which explore the topics of table creation, finding and editing records,

and report, form, and query design using programming and macro techniques. Prerequisite: Computer Science 211 or equivalent. Offered fall term each year. Three semester hours.

317. Assembly Language—The course explores the assembly language of the microcomputer including the instruction set, pseudo-operations, macros, conditional assembly, object code, dumps, coding and linkage conventions, addressing techniques, and use of the assembler. Prerequisite: Computer Science 211 or equivalent. Offered spring term alternate years. Three semester hours.

320. Data Structures—Topics will include basic data structures, abstract data types, recursive algorithms, sorting and searching, problem solving strategies, and other algorithmic design. Prerequisites: Computer Science 212 and Mathematics 214. Offered spring term alternate years. Three semester hours.

341. Systems Analysis and Design—A study of system design and implementation methods commonly used. The course provides an overview of the system development life cycle and in-depth coverage of the analysis phase of the life cycle. Use of a computer is an integral part of the course. Prerequisite: Computer Science 211 and 305. Offered fall term each year. Three semester hours.

420. Data Communication and Networking—An introduction to data transmission concepts and techniques. Topics included are: transmission media, analog and digital signals, data transmissions, multiplexing, network topologies, data security, Ethernet, token rings, and wide area network protocol. Prerequisite: Computer Science 211. Offered spring term each year. Three semester hours.

431. Operating Systems—A study of operating systems of both mainframe and microcomputers. The course includes single program systems, multi-programming and timesharing, command languages and JCL, libraries and linkage editors, and multi-user systems. Prerequisite: Computer Science 212. Offered fall term each year. Three semester hours.

441. Software and Hardware Concepts—A survey of technical topics related to computer systems with emphasis on relationships among hardware architecture, systems software, and application software. Prerequisite: Computer Science 211. Offered fall term alternate years. Three semester hours.

450. Systems Project Management—A senior project course in which students will incorporate all aspects of previous study in computer information systems such as computer applications, programming, systems analysis, hardware/software concepts, and data communication to solve a real-life business problem. Prerequisites: Computer Science 305, 341, and 420. Open to senior computer

science majors who meet the prerequisite requirements or by permission of the instructor. Offered spring term each year. Three semester hours.

491. Internship—A practicum experience in which students work in a professional setting using computer science skills from their major courses. Prerequisite: Consent of major professor. Offered every term. One to six semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from semester to semester. Prerequisite: Permission of the instructor or major professor. Offered fall term alternate years. One to three semester hours.

CO-OPERATIVE PROGRAMS

Co-operative programs enable students to enjoy the advantages of the distinctive ministries of two colleges. Mutual recognition of credit enables students to transfer with more ease when vocational choices require preparation not available in their present schools. Further information may be obtained by writing the Registrar.

ENGINEERING

Milligan College has a transfer agreement with Tennessee Technological University whereby a student completing 96 hours of course work at Milligan College as agreed upon by the two institutions may apply for admission to the engineering program at Tennessee Technological University. Approved students may receive the baccalaureate degree from Milligan College and the engineering degree from Tennessee Technological University. Further information may be obtained from the Office of the Registrar.

ROTC

Milligan College students are eligible to participate in the Reserve Officers' Training Corps program through East Tennessee State University. Interested persons should contact the Office of the Registrar for further information.

EAST TENNESSEE STATE UNIVERSITY CO-OPERATIVE PROGRAM

With approval of the Registrar, Milligan College students who wish to enroll in courses not available at Milligan College may do so at East Tennessee State University. This work is considered part of the Milligan College program, and tuition for these courses is payable to Milligan College. However, students will be responsible for providing their own transportation to and from Johnson City.

DEVELOPMENTAL STUDIES

AREAS OF HUMANE AND SCIENTIFIC LEARNING

Assistant Professors Nidiffer and Ross

The Developmental Studies classes in mathematics, writing, and study skills give students the opportunity to develop more proficiency in these areas and increase their chances for success in college course work. Applicants with ACT scores of below 19 in math or SAT numerical scores of 440 or below are required to take Developmental Math. Students with no ACT or SAT scores and with no college level (not developmental) math credit with a grade of C- or above must take a math competency test to assess their need for developmental math. Applicants with ACT scores of 20 or below in English or Reading or with SAT verbal scores of 490 or below are required to take College Reading and Study Skills their first semester, unless they have a cumulative high school g.p.a. of 3.5 or above. Applicants with ACT scores of 20 or below in English or SAT verbal scores of 490 or below will be preregistered for Fundamental College Writing during their first semester. Each student's placement in Fundamental College Writing will be confirmed or canceled after the writing staff has evaluated an essay written by the student during orientation. Transfer students, international students, and any students with no ACT or SAT scores are evaluated for Fundamental College Writing on the basis of a writing sample completed during orientation. A student whose first semester performance in freshman Humanities indicates a need for assistance may be placed in College Reading and Study Skills and/or Fundamental College Writing the following semester on the recommendation of the student's Humanities section leader or writing instructor.

Students placed in College Reading and Study Skills and Fundamental College Writing cannot withdraw from these courses. However, upon demonstrating the ability to do "A," "B," or "C" work consistently in Humanities courses being taken at the same time, a student may be excused by the instructor from completing either College Reading and Study Skills or Fundamental College Writing and receive credit for the course. Upon satisfactory performance on the math competency exam given at the beginning of the semester or upon instructor approval, a student may withdraw from Developmental Math.

A minimal grade of "C-" is required to pass Developmental Studies courses. Failure to pass a Developmental Studies course requires that the student retake the course the following semester unless otherwise determined by the Developmental Studies professor.

Mathematics—see Mathematics 090
College Reading and Study Skills—see Humanities 091
Fundamental College Writing—see Humanities 093

These hours do not count toward the 128 hours required for a degree but are included in the student's GPA.

Students transferring composition credits must prepare a writing sample during new student orientation to determine level of writing competency and any need for additional basic writing instruction.

ECONOMICS

AREA OF PROFESSIONAL LEARNING

Associate Professor Greer

The Economics minor supports the following goals of Milligan College:

Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the social sciences, and to understand a significant body of material in their major field of study.

Students will gain an enriched quality of life through stewardship of resources and preparation for graduate studies and a rewarding career or profession.

The minor in Economics allows students to gain broad-based exposure to a variety of economic topics. The minor provides the student with a better understanding of the modern economy, at both the personal and social levels and from both a contemporary and historical perspective.

A minor in economics consists of Economics 201, 202, 304, 370, 403, and 460. Business administration majors with an economics minor are required to take six hours of business administration or economics electives in place of Economics 201 and 202. History majors pursuing secondary teacher licensure may add an endorsement in Economics by completing this minor.

201. Macroeconomic Principles—A comprehensive study of demand and supply, private and public economic sectors, national income accounting, theories

of employment, business cycles, and economic growth. Offered fall term each year. Three semester hours.

202. Microeconomic Principles—A comprehensive study of economic decision making at an individual consumer and firm level. Particular attention is paid to the theories of consumer and firm behavior as well as the demand for and efficient utilization of resources. Offered spring term each year. Three semester hours.

290. Independent Study—Individual study to enable the student either to study material not in the curriculum or to facilitate an individualized approach in a field not now covered in a single course. Not open to freshmen. One to three semester hours.

301. Corporate Finance—A study of the basic financial structure of the corporate type of business enterprise. Emphasis is given to the various methods of financing and to the role that management plays in determining financial policy. Prerequisite: Economics 202 and Accounting 212. Offered every term. Three semester hours.

304. Government and Business—A survey of governmental regulation of commercial activity and the economic and political effects of such regulation. Topics include administrative law, environmental regulation, antitrust law, employment law, consumer protection, securities regulation, and international law. Offered spring term alternate years. Three semester hours. Same as Political Science and Legal Studies 304.

331. Comparative Economic Systems—This course provides an introduction to the comparative study of economic systems, their underlying ideological foundations, and institutional arrangements. The historical and political context of various systems is analyzed along with the central organizational features of the major types of economic systems. The major topics covered are: the origins of capitalism; capitalism in theory and as an existing system; market-oriented economies; the Japanese economy; and the changing Chinese economic order. Special emphasis will be given to the attempts at transition from centrally planned economies to market-oriented structures in the former USSR and Eastern Europe. Offered summer term each year. Three semester hours.

350. International Trade and Finance—This course is a survey of the analytical and institutional aspects of international trade and finance. The historical and contextual elements are the foundation for the examination of current theoretical and empirical approaches to international economic and business relations. The classroom and the reading coverage are supplemented by resource persons from

the fields of economics and management as well as institutions related to this subject area. Offered summer term each year. Three semester hours.

370. Personal Finance—An overview of personal and family financial planning with an emphasis on financial record keeping, planning spending, tax planning, consumer credit, making buying decisions, purchasing insurance, selecting investments, and retirement and estate planning. Offered spring term each year. Three semester hours.

403. Money and Banking—A study of the monetary system and theory along with a survey of the commercial banking system of the United States. Banking principles are analyzed, and banking institutions are studied to observe the application of principles. Prerequisite: Economics 202. Offered fall term each year. Three semester hours.

460. History of Economic Thought—A study of the development of economics as a social science. Attention is given to the social and political context that has defined rules for economic behavior in the eighteenth, nineteenth, and twentieth centuries. Prerequisite: Economics 201 and 202. Offered spring term each year. Three semester hours.

470. Business Strategy—An integrated study of the functional areas of finance, marketing, and management with emphasis on case analysis, readings, and computer simulations. Prerequisites: Business Administration 315 and 361 and Economics 301. Offered spring term each year. Three semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from semester to semester. One to three semester hours.

EDUCATION

AREA OF PROFESSIONAL LEARNING

Professors Holmes, Morrison, and Roose
Associate Professors Doan, Kariuki, Leek, and Roberson
Assistant Professors Boyer, Howell, and Nidiffer

UNDERGRADUATE, INITIAL LICENSURE

The undergraduate teacher education program supports the following goals of Milligan College:

Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major fields of study.

Students will demonstrate social responsibility in numerous ways, such as serving in churches, on the mission field (domestic and foreign), and with social agencies; mentoring, nurturing, and protecting others; and displaying increased understanding of and experience with other cultures.

Students will gain an enriched quality of life through awareness of health issues appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

The undergraduate teacher education program is designed to serve persons who plan to obtain professional licensure for teaching in early childhood (serving children from birth through grade four), middle grades (serving children from grades five through eight), secondary (serving children from grades seven through twelve), special education (serving children from kindergarten through grade twelve), and selected K–12 specialty fields (music, theatre, and physical education). Milligan College has voluntarily suspended the special education program due to limited resources; no new students will be enrolled in this program until further notice. Students interested in teaching in elementary schools may select early childhood (early elementary grades) and/or middle grades (upper elementary) programs of study. Education students may also choose to pursue careers in professional settings other than schools.

The Milligan College teacher education faculty is committed to the nurture and development of "caring and reflective teachers," those who reflect continually on their practice in search of excellence, and who care deeply about the children and families they serve. Knowing that "every child deserves a quality teacher," we are committed to developing in our teacher candidates the professional knowledge, skills, and dispositions required to succeed in contemporary schools. Undergraduate and graduate initial licensure and graduate advanced programs of study are available.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Entering undergraduate students who intend to pursue professional teaching licensure should file a statement of "Intent to Pursue Teaching Licensure" in the Center for Assistance to Students in Education (CASE) at the beginning of first semester at Milligan. Filing this statement will establish an initial program of study and designate an education advisor. Students initiate the application

process leading to admission to teacher education while enrolled in Education 150 Introduction to Teaching, or immediately upon transfer from another institution. For full admission to the Professional Level of the teacher education program, students must have at least a 2.50 overall grade point average on a minimum of 30 credit hours. A minimum 2.75 overall grade point average will be required for subsequent approval to student teach. Students must also complete the Pre-Professional Skills Test (PPST) with Tennessee approved scores and be accepted following an interview by the teacher education faculty, serving as an Admissions and Retention Board. Students with an Enhanced ACT score of 22 or an SAT score of 1020 are exempt from taking the PPST. Admission decisions will be made once each semester. The application deadline for fall semester admissions is the second Friday in September. The application deadline for spring semester admissions is the third Friday in January. Completing all requirements for full admission to teacher education is the responsibility of the student. Students not yet admitted to teacher education or those admitted in either provisional or probationary status may not be allowed to enroll in Professional Level course work. Teacher candidates with PPST and/or grade point average deficiencies will not be approved for enrollment in courses numbered 350 or above, including student teaching.

Competent written language skills are also prerequisite to admission to the Professional Level of studies in the Milligan College teacher education program. Competency must be demonstrated through a written examination process approved by the faculty (see *Teacher Education Handbook*). Enrollment in all teacher education courses numbered 350 and above requires admission to the Professional Level of studies or prior approval of the instructor. Admission to the program does not guarantee continuance or completion. The teacher education faculty may recommend that a candidate not continue in the program if determined that such action is in the interest of Milligan College, the teacher candidate, or the profession. The candidate will then be administratively withdrawn from the program.

LICENSURE

Teacher candidates complete supervised field experiences and student teaching in public or private partner schools in nearby communities. During one of the senior semesters, candidates complete fifteen weeks of full-time student teaching and participate in a series of associated capstone seminars especially designed to provide opportunities to reflect on relationships between theory and practical experiences in education. Candidates will also develop and maintain a portfolio throughout the program to document emerging professional competencies. Final assessment of program outcomes (as reflected in the portfolio, the student teaching experience, and minimum scores on all NTE subtests required for the license sought) is a critical component of the capstone

seminar. A passing grade in the capstone seminar reflects program completion and will not be awarded until all program outcomes are fully met. Early completion of all NTE subtests is thus strongly recommended.

Teacher candidates should anticipate various fees related to state licensure requirements. Fees will be incurred for completion of the Pre-Professional Skills Test (PPST) and the National Teacher Examination (NTE), for completion of a background investigation and purchase of liability insurance, for verification of CPR and/or first aid proficiency, and any other licensure requirements mandated by the State of Tennessee.

Milligan College offers curricula for licensure issued by the State of Tennessee for early childhood educators (PreK–4), middle grades educators (Grades 5–8), secondary educators, special educators, and specialists in music, theatre, and physical education. Milligan College is approved by the Tennessee Department of Education for teacher education and is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Successful completion of this program leads to Tennessee licensure. Meeting all Tennessee licensure requirements is mandatory, even for those who intend to move to other states for employment. Through state reciprocal licensure agreements, some Milligan graduates also attain licensure in other states.

NCATE accreditation means that a teacher education degree from Milligan is instantly recognized in Tennessee and the nation for its quality. Milligan College is one of only about 600 NCATE institutions nationally. Recent research has shown that graduates from NCATE institutions significantly outperform those from non-NCATE institutions on National Teacher Examinations. Milligan's commitment to meet NCATE accreditation standards means that great care is taken in seeing that each teacher candidate gains the knowledge, skills, and dispositions needed for success as a professional educator.

PORTFOLIO

Teacher candidates are required to develop a portfolio documenting their mastery of applicable Milligan College program outcomes. Portfolios are organized around outcome statements based upon Interstate New Teacher Assessment and Support Consortium (INTASC) standards (See Pages 155–156 below) and must be submitted to the Center for Assistance to Students in Education (CASE) during the student teaching semester. Initial and continuing full admission status is contingent upon periodic review of developing portfolios. Fall semester student teachers must submit portfolios for final review by the first Monday in November; spring semester student teachers must submit portfolios by the first Monday in April. Students failing to meet these deadlines will receive a grade of "Incomplete" in Education 460 Capstone Seminar. This

grade of "Incomplete" will delay graduation, program completion, and recommendation for licensure.

STUDENT TEACHING

Approval to student teach is granted only to teacher candidates who have been fully admitted to the Professional Level of the teacher education program and who maintain eligibility at that level. In addition to meeting established minimum grade point averages and Tennessee-approved PPST scores, approval to student teach requires:

1. maintaining a minimum overall 2.75 grade point average;
2. earning a minimum grade of C-minus in all courses in the academic major;
3. earning a minimum grade of C-minus in all required teacher education courses in the program of study;
4. obtaining liability insurance;
5. verification of CPR and/or first aid proficiency;
6. completion of a required background investigation;
7. documentation of emerging teaching competencies in a portfolio; and
8. positive review by the Admission and Retention Committee.

The application deadline for fall semester student teaching is the first Monday in March. The application deadline for spring semester student teaching is the first Monday in October. Applications processed after these deadlines will incur a substantial late placement fee.

The candidate should expect to take no more than thirteen hours of credit (twelve hours of student teaching and one hour of the capstone seminar) during the student teaching semester. Employment and other substantial extracurricular activities during the student teaching semester are strongly discouraged. As a part of the student teaching approval process, the Director of Teacher Education will determine that all prerequisite course work is completed and that any course work remaining to complete the Milligan College B.A. or B.S. program may reasonably be completed in one remaining semester. Prerequisite course work includes all professional level education courses and all courses in the academic major. Candidates pursuing licensure in two or more areas (i.e., Middle Grades and Early Childhood Education) can expect an extended student teaching experience, possibly in a subsequent semester.

The student teaching experience is a fifteen-week practicum in instruction, assessment, and classroom management in an assigned partner school, combined with initial orientation classes and periodic evening workshops and seminars. The student teaching assignment will typically involve experience at two grade levels during the fifteen-week period. During the student teaching semester,

candidates observe the schedule of the assigned partner school instead of the Milligan College schedule. Absences for reasons other than documented illness or family emergency are strongly discouraged. Excessive absences may result in an extension of the student teaching experience after completion of the Milligan College semester. Successful completion of student teaching is a condition of graduation from Milligan College with recommendation for licensure.

NATIONAL TEACHER EXAMINATION

Candidates completing any teacher education program are required to take the PRAXIS test "Principles of Learning and Teaching" and appropriate Specialty Area Tests of the National Teacher Examination (NTE). Tennessee publishes a list of the required Specialty Area Tests and passing scores for each licensure area. This list is available in the Center for Assistance to Students in Education (CASE). Graduation does not guarantee licensure. Any teacher candidate who has failed to meet passing Tennessee scores on all required NTE tests and subtests is not a program completer and cannot be recommend by Milligan College for licensure.

CENTER FOR ASSISTANCE TO STUDENTS IN EDUCATION (CASE)

The Center for Assistance to Students in Education (CASE) has been established to provide coordinated assistance and support to students seeking professional teacher licensure at Milligan College. Located in the Teacher Education Curriculum Center, CASE attends to several critical functions throughout the various undergraduate and graduate teacher education programs of study. Accountability checkpoints have been established from initial contact with potential teacher candidates through post-graduation, post-licensure follow-up contacts. Academic advisement, field placements, mentoring, performance assessment and portfolio development, completion of graduation and licensure requirements, assistance with induction into initial employment, and, if necessary, tutoring and counseling are coordinated by and through CASE.

CURRICULUM CENTER AND PAUL CLARK TEACHER EDUCATION CENTER

The Curriculum Center houses a collection of textbooks, instructional materials (including games and manipulative materials), curriculum guides, professional books, and electronic resources. Also included are audiotapes, videotapes, and educational computer software. A work space where teacher candidates can produce material for learning centers and bulletin boards is a part of the Center as well as a laminator, a lettering machine, a transparency maker, and various consumable supplies for the production of such materials. Also housed in the Curriculum Center are digital cameras, videocassette recorders, and several camcorders. Computer terminals also provide electronic access to the P. H. Welshimer Library and other resources via the Internet. The Paul Clark Teacher

Education Center includes a technology classroom and conference room. Located adjacent to the curriculum center and CASE, the Paul Clark facility, completed in the Summer of 2001, provides a model environment for professional education studies.

LIBRARY

The P. H. Welshimer Library supports the academic program by providing research materials in all subject areas. More than 100 journals and periodicals are included in the Education Index and the Current Index to Journals in Education. The Library holds the collection of Educational Resources Information Center (ERIC) documents on microfiche from 1980 through the present and indexing to all ERIC documents from 1966 to the present. The Library also subscribes to EasyNet gateway service that gives faculty and students access to over 850 databases. Membership in the Southeastern Library Network gives access to the inter-library loan sub-system.

The Library participates in resource-sharing agreements with the libraries of Emmanuel School of Religion, East Tennessee State University (main campus and medical school), and Holston Associated Libraries, Inc. (HAL). HAL consists of Milligan and five additional libraries in the region. The computer system displays in each library the holdings of all six libraries in a shared catalog as well as the due dates for materials that are checked out of each library. Materials are readily lent among the libraries. Many additional features of the system enhance information exchange and resource sharing. Through these agreements, Milligan students have access to many materials beyond the considerable holdings of the Welshimer Library.

UNDERGRADUATE INITIAL LICENSURE PROGRAMS

Milligan College students may pursue initial professional teaching licensure in Early Childhood Education (Prekindergarten–Grade 4); Middle Grades Education (Grades 5–8); Secondary Education (Grades 7–12); K–12 specialization programs in Music, Physical Education, and Theatre; and Special Education (Modified and Comprehensive K–12). Milligan College has voluntarily suspended the special education licensure program due to limited resources; new students will not be admitted until further notice. Licensure in other areas is available at either the undergraduate or the graduate level. Students planning to pursue teaching at the elementary school level should pursue programs of study in either Early Childhood Education or Middle Grades Education or both. Students in all initial licensure programs must demonstrate proficiency in CPR and/or first aid.

All students pursuing teaching licensure must complete a Milligan College major in a field other than education. Those pursuing licensure in early

childhood, middle grades, and special education must also complete one of three available Educational Studies minors. The content of these minors varies slightly, ranging from 20 to 26 credit hours. Details are provided in the licensure descriptions below.

Academic Major (Minor)	*Licensure (Grade Level)*	*Available Degree Programs*		
		B. A.	*B. S.*	*M. Ed.*
Early Childhood Development (Ed. Studies: ECE)	***Early Child. Ed. (P–4)***	*x*	*x*	*x*
Humanities (Ed. Studies: Middle Grades)*	***Middle Grades (5–8)***	*x*		*x*
Biology (Ed. Studies: Middle Grades)	***Middle Grades (5–8)***			*x*
Mathematics (Ed. Studies: Middle Grades)	***Middle Grades (5–8)***			*x*
Biology	***Biology (7–12)***	*x*	*x*	*x*
Chemistry	***Chemistry (7–12)***	*x*	*x*	*x*
English	***English (7–12)***	*x*		*x*
History	***History (7–12)***	*x*		*x*
History (Economics)	***History (7–12) and Economics (7–12)***	*x*		*x*
History (Political Science)	***History (7–12) and Government (7–12)***	*x*		*x*
Humanities: French	***French (7–12)***	*x*		*x*
Humanities: Spanish	***Spanish (7–12)***	*x*		*x*
Mathematics	***Mathematics (7–12)***		*x*	*x*
Psychology	***Psychology (9–12)***	*x*	*x*	*x*
Sociology	***Sociology (9–12)***	*x*	*x*	*x*
Music	***Music (K–12 Vocal & General)***	*x*		*x*
Music	***Music (K–12 Instrumental)***	*x*		*x*
Theatre	***Theatre (K–12)***	*x*		*x*
Human Performance and Exercise Science	***Physical Education (K–12)***	*x*	*x*	*x*
Psychology (Ed Studies: Spec. Education)	***Special Education** (K–12 Mod. & Comp.)***			*x*

***Available Areas of Emphasis for Middle Grades licensure are literature, history, fine arts, foreign language (French or Spanish), and Bible.*

***Enrollment in the special education program is currently suspended.*

EARLY CHILDHOOD EDUCATION

The early childhood education licensure program includes general education courses, the required Early Childhood Development major, the Educational Studies: Early Childhood minor, and professional level education courses. These courses and related experiences were developed by the Milligan College faculty in response to lists of required knowledge, skill, and disposition outcomes developed by the Tennessee Department of Education, the National Council for the Accreditation of Teacher Education (NCATE), and the Interstate New Teacher Assessment and Support Consortium (INTASC).

General education requirements: Bible 123, 124, and 471; Communications 102; Humanities 101, 102, 201, and 202; Psychology 100 and 253; Biology 110; Physics 104; Geography 202; History 209; Sociology 201; Human Performance and Exercise Science 101; and 1 hour of physical education activity.

The required major is early childhood development (38 credit hours). This major consists of Education 232, 245, 301, and 431; Sociology 201 and 303; and Psychology 250, 252, 253, 353, 357, and 422.

The Educational Studies: Early Childhood minor consists of Education 150, 152, 232, 245, 301, 355, English 354, and Mathematics 153 and 253 (23 credit hours).

Professional Level education requirements are Art 441; Human Performance and Exercise Science 440; Biology 350; English 354; and Education 355, 356, 431, and 441. To successfully complete the program and be recommended for licensure, students must also successfully complete Education 452 and 460. Students who major in Early Childhood Development and who seek a non-licensure baccalaureate degree will substitute Education 343 for 452.

The following courses are scheduled in blocks to facilitate integration of field experiences:

Education 150, 152, and 301 (Spring only)
Education 232 and 245 (Spring only)
Education 355, 356, and English 354 (Spring only)
Education 431 and 441 (Fall only)

Enrollment in these courses separately is strongly discouraged and requires prior permission of the instructor. Early childhood education students have as their academic advisers faculty members in Teacher Education and Psychology.

MIDDLE GRADES EDUCATION

The middle grades education licensure program includes general education courses; a major in Humanities, Mathematics or Biology; a minor in Educational

Studies: Middle Grades; and professional level education courses. These courses were developed by the Milligan College faculty in response to lists of required knowledge, skill, and disposition outcomes developed by the Tennessee Department of Education, the National Council for the Accreditation of Teacher Education (NCATE), and the Interstate New Teacher Assessment and Support Consortium (INTASC).

General education requirements: Bible 123, 124, and 471; Communications 102; Humanities 101, 102, 201, and 202; Psychology 100 and 253; Biology 110; Physics 104; Geography 202; History 209 and 210; Sociology 201; Human Performance and Exercise Science 101 and 1 hour of physical education activities.

Available middle grades education (grades 5–8) areas of concentration within the Humanities major are literature, history, fine arts, foreign language (Spanish or French only), and Bible. The specific course of study will be determined in collaboration with the advisers in humanities and teacher education. Students with majors in mathematics or biology may also pursue middle grades licensure after transition into the Master of Education program. Two areas of specialization in subjects typically taught in middle schools are required for middle grades licensure.

The Educational Studies: Middle Grades minor consists of Education 150, 152, 231, 306, 355; English 354; and Mathematics 153 and 253 (20 credit hours).

Professional Level education courses: Math 353; Art 441; Human Performance and Exercise Science 440; Biology 350; English 354; and Education 306, 355, 356, and 406. To successfully complete the program and be recommended for licensure, students must complete Education 453 and 460.

The following courses are scheduled in blocks to facilitate integration of field experiences:

Education 150, 152, and 231 (Fall only)
Education 355, 356, and English 354 (Spring only)
Education 306 and 406 (Fall only)

Enrollment in these courses separately is strongly discouraged and requires prior permission of the instructor. Middle grades education students have as their academic advisers faculty members in teacher education and their chosen academic major.

SECONDARY EDUCATION

The programs for licensure in secondary education are designed for persons interested in teaching in grades seven through twelve. Candidates completing

the licensure program also complete an academic major and an academic minor. The following are available secondary licensure areas: biology, chemistry, English, French, history, mathematics, psychology, sociology, and Spanish. Endorsements may be added to the history license in economics and government (political science). Secondary licensure may be completed with the Bachelor of Science degree (selected majors) or the Bachelor of Arts degree (foreign language through the intermediate level required). In addition to the general education requirements and those of a major and minor, licensure in secondary education requires completion of the following Introductory and Professional Level education courses: Mathematics 107 or 213; Education 150, 152, 231, 308, 408, 454, 460 and 471. English majors must also complete Education 357.

The following courses are scheduled in blocks to facilitate integration of field experiences:

Education 150, 152, and 231 (Fall only)
Education 408 and 471 (Spring only)

Enrollment in these courses separately is strongly discouraged and requires prior permission of the instructor. Secondary Education students have as their academic advisers faculty members in teacher education and their chosen academic major.

K–12 Specialty Programs

Physical Education; Music, Vocal and General; Music, Instrumental; and Theatre are K–12 teacher education programs. Introductory and Professional Level education course requirements are only slightly different from the secondary education programs. Courses and curricula for these programs are listed in subsequent sections of this catalog. Students in these areas take methods courses in the specialty areas and complete Education 231, 455, and 460. K–12 specialty students have as their academic adviser a faculty member in their chosen academic major.

Special Education

Milligan College offers a noncategorical special education curriculum with an emphasis in human development and learning. Milligan College has voluntarily suspended the special education licensure program due to limited resources; new students will not be admitted until further notice. The curriculum combines the knowledge and skills required to meet the Tennessee Guidelines for Modified and Comprehensive Programs. Those who complete the program are prepared to teach children with both mild and severe disabilities in grades K–12. Students seeking licensure in special education complete an undergraduate psychology major and a minor in Educational Studies: Special Education in preparation for the Master of Education degree. This psychology major includes the following courses: Sociology 201 and 303; Human Performance & Exercise Science 406; Mathematics 213; Psychology 250, 252, 253, 259, 350, 353, 357, 358, 401, and

six hours of psychology electives; and Education 511. Special Education students have as their academic advisers faculty members in Psychology and teacher education.

The minor in Educational Studies: Special Education includes Mathematics 153 and 253; English 354; Human Performance and Exercise Science 406; Education 150, 152, 231, 232, 355, and 356. To complete the requirements for licensure, the student completes the Master of Education initial licensure program in Special Education (See Page 165.).

EDUCATIONAL STUDIES: EARLY CHILDHOOD

The Educational Studies: Early Childhood minor supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major fields of study.
>
> Students will demonstrate social responsibility in numerous ways, such as serving in churches, on the mission field (domestic and foreign), and with social agencies; mentoring, nurturing, and protecting others; and displaying increased understanding of and experience with other cultures.
>
> Students will gain an enriched quality of life through awareness of health issues appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

In combination with the Early Childhood Development major and additional Professional Level courses work the Educational Studies: Early Childhood prepares students for professional teaching licensure in early childhood education, prekindergarten through grade four. The minor consists of Education 150, 152, 232, 245, 301, 355, English 354, and Mathematics 153 and 253 (23 credit hours).

EDUCATIONAL STUDIES: MIDDLE GRADES

The Educational Studies: Early Childhood minor supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and

social sciences, and to understand a significant body of material in their major fields of study.

Students will demonstrate social responsibility in numerous ways, such as serving in churches, on the mission field (domestic and foreign), and with social agencies; mentoring, nurturing, and protecting others; and displaying increased understanding of and experience with other cultures.

Students will gain an enriched quality of life through awareness of health issues appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

In combination with the Humanities major and additional Professional Level courses work the Educational Studies: Middle Grades minor prepares students for professional teaching licensure in early childhood education, grades five through eight. The minor consists of Education 150, 152, 231, 306, 355; English 354; and Mathematics 153 and 253 (20 credit hours).

EDUCATIONAL STUDIES: SPECIAL EDUCATION

The Educational Studies: Early Childhood minor supports the following goals of Milligan College:

Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major fields of study.

Students will demonstrate social responsibility in numerous ways, such as serving in churches, on the mission field (domestic and foreign), and with social agencies; mentoring, nurturing, and protecting others; and displaying increased understanding of and experience with other cultures.

Students will gain an enriched quality of life through awareness of health issues appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

In combination with a modified psychology major and Professional Level course work in the Master of Education program the Educational Studies: Special Education minor prepares students for professional teaching licensure in special education (K–12 modified and comprehensive). The minor in Educational Studies: Special Education includes Mathematics 153 and 253; English 354; Human Performance and Exercise Science 406; Education 150, 152, 231, 232, 355, and

356. To complete the requirements for licensure, the student completes the Master of Education initial licensure program in Special Education. Milligan College has voluntarily suspended the special education program due to limited resources; no new students will be enrolled in this program until further notice.

150. Introduction to Teaching—An orientation to the teaching profession from the perspective of the teacher. The readings and discussions are designed to be an introduction to the current knowledge base related to teaching. Emphasis is given to the characteristics of the caring and reflective teacher. Students will begin a teacher education portfolio in this class. A beginning school- and community-based practicum with related seminars is the focus of the course. Offered every term. Two semester hours.

152. Technology in Education—Applications of technology for use in the P–12 classroom and for the teacher's record keeping and research. Offered every term. One semester hour.

231. Psychology and Education of Exceptional Children—An introduction to the education of exceptional children and the psychological aspects of these exceptionalities. The exceptionalities include giftedness, mental retardation, brain injuries, visual impairment, impaired hearing, speech delays and impairments, autism, and learning disabilities. Includes observation and participation in classrooms where children with special needs are included. Offered fall term. Three semester hours.

232. Early Childhood Intervention and Assessment—A study of the following areas: assessment; family participation; IFSPs/IEPs; service delivery models; general curriculum and intervention strategies. More specific interventions covered include: cognitive skills; social skills and emotional development; adaptive behavior skills; motor skills; transition; personnel competence; and program evaluation. Includes observation and participation in classrooms where children with special needs are included. Also includes a study of diversity and its implications for teaching and learning. Offered spring term. Three semester hours.

245. Early Childhood Administration—A study of the philosophy, organization, and components of developmentally appropriate early childhood programs. Administration, environmental aspects, staff development, and budget of programs are examined. Offered spring term. Two semester hours.

252. Developmental Psychology—A study of the origins of psychological processes and general genetic principles and development of the individual in

physical, lingual, social, intellectual, emotional, and personal areas. Offered every term. Three semester hours. Same as Psychology 252.

253. Child Development—An in-depth study of the physical, cognitive, social, and emotional development of the child from birth through twelve years of age. Development, care, and guidance of the child are examined in relationship to major theories of child development. This course is designed for professionals who work with infants and children in a variety of settings. Offered fall term. Three semester hours. Same as Psychology 253.

290. Independent Study—Individual study to enable the student either to study material not in the curriculum or to facilitate an individualized approach in a field not currently covered in a single course. Not open to freshmen. One to three semester hours.

301. Early Childhood Education—A study of philosophical and theoretical foundations of early childhood. Emphasis is on major theories of child development, especially the constructivist view. Trends and issues are also emphasized. In addition, this course seeks to provide students with concepts that will enable them to be effective in their commitment, sensitivity, resourcefulness, and organizational abilities with young children. Field experience included. Offered spring term. Three semester hours.

306. Middle Grades Foundations—History, philosophy, and social foundations of middle grade education. Also included is a discussion of the curriculum, learning styles, language learning, and characteristics of the children of the middle grades. Field experience included. Offered fall term. Three semester hours.

308. Secondary School Foundations—History, philosophy, and social foundations of secondary education. Characteristics of adolescents, legal aspects of teaching, organization of schools, and the curriculum of secondary schools are discussed. Offered fall term. Three semester hours.

343. Early Childhood Practicum—A ten-hours-per-week experience lasting for one semester in a student teaching situation at the early childhood level. For early childhood students who are not seeking professional licensure. Offered on demand. Four semester hours.

355. Literacy Development—A study of language development, language arts, and reading. Emphasis is given to methods and environments that promote literacy. Direct contact with children in tutorial and small group and whole group teaching situations is included. Enrollment limited to students admitted to

the Professional Level of the teacher education program. Field experience included. Offered spring term. Three semester hours.

356. Reading Processes with Assessment and Intervention—A study of the diagnosis of reading skills and the objectives, methods, and materials for the correction of reading difficulties. Direct contact with children in tutorial and small group teaching situations is included. Enrollment limited to students admitted to the Professional Level of the teacher education program. Field experience included. Offered spring term. Three semester hours.

357. Secondary School Reading—A study of secondary school reading and writing programs including assessment, developmental issues, and intervention procedures. The reading skills of the typical student in the language arts are discussed. Enrollment limited to students admitted to the Professional Level of the teacher education program. Field experience included. Offered spring term. Three semester hours.

406. Middle Grades Curriculum and Methods—A course preparing education students to integrate and organize the knowledge of the disciplines to fit the particular needs of middle grades students, with an emphasis on the social sciences. Enrollment limited to students admitted to the Professional Level of the teacher education program. Substantial field experience included. Offered fall term. Three semester hours.

408. Secondary Education Methods—A course preparing secondary education students to integrate and organize the knowledge of the disciplines to fit the particular needs of high school students. Also emphasizes assessment and classroom management. Enrollment limited to students admitted to the Professional Level of the teacher education program. Substantial field experience included. Offered spring term. Three semester hours.

431. Guiding Young Children—A study of skills and techniques for handling behavioral and disciplinary issues of young children. Students create and design creative experiences and activities for children in a variety of professional settings from birth through age eight. Emphasis is on providing a developmentally appropriate environment that fosters social/emotional development. Enrollment limited to students admitted to the Professional Level of the teacher education program. Field experience included. Offered fall term. Three semester hours.

441. Program Planning for Young Children—A study of the educational needs of young children in the cognitive realms of scientific, social, mathematical, and language learning. The focus is on planning and

implementing a learning environment that provides hands-on discovery learning where the child is an active participant and decision-maker. Students engage in cooperative learning in planning integrated thematic units and conducting portfolio assessments. Emphasis is given to the integration of the content areas, especially math, science, social studies, and the language arts. Enrollment limited to students admitted to the Professional Level of the teacher education program. Substantial field experience included. Offered fall term. Five semester hours.

452. Student Teaching: Early Childhood Practicum—A practicum in lesson planning, instruction, and assessment, Grades P–4. An extensive orientation prepares the student for student teaching experience (fifteen weeks) that includes the refinement of planning, instruction, and assessment skills in the classroom setting. Approval to student teach required. Concurrent enrollment in EDUC 460 Capstone Seminar required. Offered every term. Three, six, twelve semester hours.

453. Student Teaching: Middle Grades Practicum—A practicum in lesson planning, instruction, and assessment, Grades 5–8. An extensive orientation prepares the student for a student teaching experience (typically fifteen weeks) that includes the refinement of planning, instruction, and assessment skills in the classroom setting. Approval to student teach required. Concurrent enrollment in EDUC 460 Capstone Seminar required. Offered every term. Three, six, twelve semester hours.

454. Student Teaching: Secondary Practicum—A practicum in lesson planning, instruction, and assessment, Grades 7–12. An extensive orientation prepares the student for a student teaching experience (typically fifteen weeks) that includes the refinement of planning, instruction, and assessment skills in the classroom setting. Approval to student teach required. Concurrent enrollment in EDUC 460 Capstone Seminar required. Offered every term. Three, six, twelve semester hours.

455. Student Teaching: K–12 Practicum—A practicum in lesson planning, instruction, and assessment, Grades K–12. An extensive orientation prepares the student for a student teaching experience (typically fifteen weeks) in K–12 specialty programs that includes the refinement of planning, instruction, and assessment skills in the classroom setting. Approval to student teach required. Concurrent enrollment in EDUC 460 Capstone Seminar required. Offered every term. Three, six, twelve semester hours.

460. Capstone Seminar—A capstone seminar designed to promote reflection, in-depth discussion, and collaborative action research. Designed to integrate all

elements of the program, document program outcomes in the candidate portfolio, and verify program completion. Also includes topical presentations by Milligan and partner school faculty. Enrollment limited to students admitted to the Professional Level of the teacher education program and approved to student teach. Co-requisite with student teaching. Offered every term. One semester hour.

471. Materials and Methods in Specific Subject Areas—Courses in materials and methods in the specific subject matter areas in which Milligan College offers secondary teacher education programs. Enrollment limited to students admitted to the Professional Level of the teacher education program. Substantial field experience included. Offered spring term. Two semester hours.

489. Directed Readings—A supervised program of reading and research that provides for study of material not included in the regular course offerings. One to three semester hours.

490. Directed Studies—A program of readings and conferences that provides for individualized study. One to three semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from semester to semester. One to three semester hours.

MASTER OF EDUCATION, INITIAL LICENSURE

The Master of Education (M.Ed.) program includes both initial licensure and advanced degree options. The advanced degree program for licensed teachers is described in the following section, beginning on Page 171 below. The initial licensure degree is typically a fifteen-month professional educational program that prepares teachers for the high level of competence expected by public and private educational institutions. These programs increase both the quality and quantity of the educational experiences for teachers in professional education.

The M.Ed. initial licensure program is designed for students who have a baccalaureate degree with a strong general education component and one or more specialty or endorsement areas (or majors). This program consists of 42 to 46 semester hours. Available areas of licensure are essentially the same as those listed above for the undergraduate education program (see Page 144 above). Candidates may finish the M.Ed. program in two summers and one academic year (i.e. fifteen months). Students may also choose to extend course work beyond the typical fifteen-month period.

GOALS OF THE MASTER OF EDUCATION INITIAL LICENSURE PROGRAM

The Master of Education initial licensure program supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major fields of study.
>
> Students will demonstrate social responsibility in numerous ways, such as serving in churches, on the mission field (domestic and foreign), and with social agencies; mentoring, nurturing, and protecting others; and displaying increased understanding of and experience with other cultures.
>
> Students will gain an enriched quality of life through awareness of health issues appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

The primary goal of the M.Ed. program at Milligan College is to produce caring and reflective professional educators who will impact the lives of children in a markedly positive manner. Specific student outcomes for the initial licensure program, based upon standards of the Interstate New Teacher Assessment and Support Consortium (INTASC), are as follows:

1. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
3. The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher candidate plans instruction based upon the knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.
9. The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
11. The teacher candidate combines Christian values, knowledge, and interpersonal skills to reflect the attributes of a Christian educator, ensuring maximum group and individual learning.

PORTFOLIO

Students in all graduate degree-seeking programs are required to develop a portfolio documenting their mastery of applicable Milligan College graduate program outcomes. Initial and continuing candidacy status is contingent upon periodic review of developing portfolios. August and May graduates must submit the completed portfolio to the Center for Assistance to Students in Education (CASE) by the first Monday in April. December graduates must submit the completed portfolio to CASE by the first Monday in November. Students failing to meet this deadline will not receive a passing grade in Education 560 Capstone Seminar until the portfolio requirement is fully met. Portfolio development and review will continue through the spring semester.

FINANCIAL INFORMATION

Graduate tuition is $210 per semester hour for the 2001–2002 academic year. Financial aid is available through supplemental loans for students, guaranteed student loans, and teacher loan scholarships (for those seeking certification in math, science, or music). A non-refundable application fee of $30.00 is required with the application. Modest student fees accompany certain courses in the program. Students will also incur modest expenses for formal testing required for admission to the program (ACT/SAT or PPST, MAT or GRE) and licensure (NTE), liability insurance, background investigations, and verification of CPR and/or first aid proficiency. Refer to Pages 43–55 above for additional financial aid information.

ADMISSION TO THE GRADUATE SCHOOL

Full Standing

The minimum requirements for full standing in the M.Ed. program are as follows:

1. An undergraduate degree with a minimum overall undergraduate grade point average of at least 2.75. An applicant whose baccalaureate degree is from an institution not accredited by a regional accrediting association or the American Association of Bible Colleges must submit acceptable scores on the Miller Analogies Test as described above and other evidence acceptable to the Academic Dean and the Director of Teacher Education.
2. An established minimum score on the Miller Analogies Test (35th percentile, National Norms) or the Graduate Record Examination (750 combined verbal and qualitative scores).
3. Tennessee approved scores on the PPST. Those with an enhanced ACT score of 22 or above or with an SAT score of 1020 or above or a GRE score of 750 or above (combined verbal and qualitative scores) are exempt from the PPST requirement.
4. Two official copies of transcript(s) from each institution attended showing all credits and degrees previously earned.
5. Two completed reference forms from faculty members or other persons who have adequate knowledge of the applicant's Christian commitment and character and potential for success as a graduate student and professional educator.
6. Evidence of written language competency through an established examination process.
7. A positive recommendation from the Graduate Admissions and Retention Committee based upon a review of the application file and an admissions interview.

Students who do not meet the above requirements may be admitted in one of the following categories:

Provisional Standing

The minimum requirements for provisional standing are as follows:

1. An undergraduate degree with a minimum overall undergraduate grade point average of 2.5. An applicant whose baccalaureate degree is from a program not accredited by a regional accrediting association or the American Association of Bible Colleges must submit acceptable scores on the Miller Analogies Test as described above and other evidence acceptable to the Academic Dean and the Director of Teacher Education.

2. A Miller Analogies Test score above the 25th percentile or a Graduate Record Examination score above 650 (combined verbal and qualitative scores). Meeting Tennessee approved scores on the PPST will be required for full admission to the program.
3. Two official copies of transcript(s) from each institution attended showing all credits and degrees previously earned.
4. Two completed reference forms from faculty members or other persons who have adequate knowledge of the applicant's Christian commitment and character and potential for success as a graduate student and professional educator.
5. Provisional standing may be changed to full standing if the student achieves a grade point average of 3.0 on the first nine hours of Milligan College graduate study and presents evidence of passing scores on the PPST.
6. Evidence of written language competency through an established examination process.
7. A positive recommendation from the Graduate Admissions and Retention Committee based upon a review of the application file and an admissions interview.

Special Standing

Students with an undergraduate degree who declare a non-degree graduate objective or transient students who have been admitted to graduate schools of other institutions are assigned to special standing. These non-degree students might be licensure seeking or might be taking course work for other reasons. Non-degree status enables a student to enroll for graduate credit, but it does not guarantee that such credit will be counted toward degree objectives. When the Dean and the Director of Teacher Education have reclassified a student in non-degree status to provisional or full standing at Milligan College, a maximum of nine semester hours of special standing credit may be counted toward a degree objective.

Transient students may enroll with special admission status. Each applicant must provide the Graduate Office with a completed application for admission and a letter of approval from the Dean or Registrar of the student's home institution.

ADMISSIONS AND RETENTION COMMITTEE

Admission to the program is determined by the Graduate Admissions and Retention Committee made up of the Director of Teacher Education and two teacher education faculty members.

ADMISSION TO CANDIDACY

Graduate students must make application for admission to candidacy in the semester immediately following the completion of nine semester hours of graduate credit at Milligan College. A teacher education faculty screening process will determine admission to candidacy. If application is not made at this time, the student may not be permitted to register for subsequent course work until the application is approved. Admission to candidacy also provides approval for internship placement. The requirements that must be met before approval of admission to candidacy are as follows:

1. Achievement of full standing.
2. Completion of at least nine semester hours of graduate credit at Milligan College with a minimum grade point average of 3.0.
3. Completion of the Preprofessional Skills Test with Tennessee approved scores.
4. Completion of undergraduate requirements for teacher licensure (or equivalent) as follows:

   Early Childhood Education: (1) a basic pattern of liberal arts courses to assure licensure (two courses in language or literature; two courses in social studies; two courses in science (with labs); and two courses in math); (2) course work in early childhood education or child development

   or

   Middle Grades education: (1) a basic pattern of liberal arts courses to assure licensure (two courses in language or literature; two courses in social studies; two courses in science (with labs); and two courses in math); (2) two areas of middle grades specialization; (3) methods courses in reading and mathematics

   or

   Secondary Education: (1) basic pattern of liberal arts courses to assure licensure; (2) specific courses in endorsement areas to assure content competency.

RETENTION STANDARDS AND PROBATIONARY STATUS

When a student's cumulative average on courses applied toward the graduate degree falls below 3.0, the student may be permitted one semester of probationary standing in which to raise the average sufficiently. If the semester average on all courses taken during any semester falls below 2.0, the teacher education faculty will review the student's record for possible dismissal from the M.Ed. program. Students earning C or below in more than six hours of credit will be considered by the teacher education faculty for possible probation or dismissal. Probationary status may also result from failure to meet Tennessee minimum scores on the PPST or from behaviors and/or dispositions considered

as unprofessional, including but not limited to absenteeism, tardiness, interpersonal conflict, or disrespectful behavior directed toward peers, colleagues, school personnel, or children. Behavior also must be consistent with the Milligan College Mission Statement and Goals, Pages 10–11 above.

APPEALS AND REINSTATEMENT

A student who is dismissed may be reinstated upon recommendation of the Graduate Admissions and Retention Committee. Reinstatement is not automatic. The student must consult with the committee chair, who will submit a recommendation to the Director of Teacher Education for a decision by the teacher education faculty. Appeals may be made on dismissal, denial of reinstatement, or any issue related to Master of Education program requirements. The student must submit a written petition to the Graduate Admissions and Retention Committee, requesting reconsideration of the decision. The student will be notified when the petition will be brought before the teacher education faculty and will have an opportunity to appear in person. The student will be promptly notified in writing of the faculty's decision.

CENTER FOR ASSISTANCE TO STUDENTS IN EDUCATION (CASE)

(See Page 142 above for a description of the Center for Assistance to Students in Education [CASE].)

LICENSURE PROGRAMS (NON-DEGREE)

A student with a baccalaureate degree who is seeking teacher licensure must be admitted to the graduate program. The student can prepare for licensure by completing courses that lead to a M.Ed. degree or by completing a carefully planned licensure program that does not result in a degree. The Miller Analogies Test (or Graduate Record Examination) and PPST test are waived for licensed teachers who enter the graduate advanced licensure program for the sole purpose of adding endorsements and are not seeking the degree. All students pursuing degree completion must meet candidacy requirements noted above. Graduation and completion of the Milligan program of study does not guarantee licensure. Milligan College cannot recommend for licensure any teacher candidate who has failed to meet passing Tennessee scores in all required NTE tests and subtests.

SPECIAL STUDENT STATUS FOR LICENSURE SEEKERS

Persons seeking graduate admission to complete a teacher licensure program have sometimes had successful life experiences but have completed a baccalaureate degree with a youthful college grade point average that does not meet the College admission standards. The Graduate Admissions and Retention Committee requires at least provisional admission standing for the student to

enter the licensure seeking status. A student in this circumstance may, after an interview with the Director of Teacher Education, enter as a special student to complete no more than fifteen hours with at least a 2.50 grade point average while he or she is seeking provisional or full admission standing with the College.

The student must submit a completed application, a letter requesting special student status, and two full sets of transcripts to the Graduate Admissions Office. When this student is qualified for either provisional or full admission, the Registrar, in consultation with the Director of Teacher Education and/or the Graduate Admissions and Retention Committee, acts on the request for admission.

NATIONAL TEACHER EXAMINATIONS

Students who have not taken the National Teacher Examination "Principles of Learning and Teaching" and appropriate Specialty Area Examinations must complete these examinations during their programs of study. Due to limited test annual dates, students are urged to complete required testing as early as possible in their programs of study. Based upon the assumption that academic content has already been mastered in the student's baccalaureate degree program, it is recommended that all required Specialty Area Examinations be completed no later than November. Milligan College cannot recommend licensure for any candidate who has failed to attain Tennessee approved scores on all required licensure tests. Candidates will not be considered program completers until minimum scores have been attained on all required licensure tests. A passing grade will not be awarded in Education 560 Capstone Seminar until all minimum scores are met. Failure to pass the Capstone Seminar will also delay graduation.

TRANSFER CREDIT

A maximum of six semester hours of graduate credit in acceptable areas of study may be transferred from other approved institutions to the Milligan College M.Ed. degree program.

ENROLLMENT OF UNDERGRADUATES IN GRADUATE COURSES

An undergraduate student who needs less than two semesters of credit to complete the requirements for the baccalaureate degree may be provisionally admitted to some graduate courses. With the approval of the Dean of the College and the Director of Teacher Education, a student may be permitted to enroll in up to nine hours of graduate credit during a semester or summer term. Through careful consultation with a teacher education adviser, a Milligan undergraduate student may complete the baccalaureate degree without student teaching and transition into the M.Ed. program for licensure.

TIME LIMITS FOR COMPLETION OF REQUIREMENTS

A graduate student in the M.Ed. program must complete all degree requirements within a six-year period. A successful appeal of this limitation may result in an extension of one, two, or three semesters granted by the teacher education faculty upon the recommendation of the student's graduate adviser and the Director of Teacher Education.

COMPREHENSIVE EXAMINATION

During the final semester of the graduate program (or earlier by permission), each candidate must pass a comprehensive examination conducted by the graduate faculty. Examinations are usually written (word processed) but may be oral. Exam questions are integrative in nature and relate to foundations, research and professional practice. The comprehensive examination should be seen as a measure of program outcomes and, as such, closely related to evidence of growth and mastery collected in the portfolio. Should the student fail to pass this examination, he or she may apply for a re-examination. The faculty may choose to give an oral or a written re-examination or may require that one or more additional courses be taken. Comprehensive examinations are typically administered in the month preceding graduation.

GRADE REQUIREMENTS FOR GRADUATION

Students must achieve a 3.00 overall grade point average on required course work to be eligible for graduation. The minimum grade for all graduate program course work is C-. No more than two grades below B- can be counted toward graduation requirements.

RESEARCH PROJECT

Students complete a research project that begins in Education 510 The Teacher Inquirer. The project features action research related to the school setting of the internship assignment. Research topics are developed collaboratively with Milligan faculty and partner school personnel. Designated checkpoints are established for students to report on their research projects. Results of the research are presented in a seminar near the end of the student's graduate program.

INTERNSHIP

Graduate students in initial licensure programs must complete Education 551 Internship I and Education 552 Internship II. This two-semester practicum in teaching, assessment, and classroom management provides sustained supervised experience in classrooms of community partner schools, working directly with master teachers as mentors. Placement in at least two grade levels is required for each licensure area. Students are not eligible for placement in the internship

until prerequisite academic content and methodology courses are completed. The internship experience is also evaluated by Milligan College and school system personnel using the Tennessee "Frameworks" evaluation instrument. As such, this year of "apprenticeship" is counted as the first year of teaching experience toward professional licensure status in Tennessee. Each student must also compete a corequisite capstone seminar (Education 560) during each semester of the internship. A critical component of the capstone seminars is the verification of program outcomes through successful completion of the portfolio and all required licensure examinations. Modest stipends often accompany the internship experience.

GRADUATE COURSE LOAD

The normal course load for full-time students in the M.Ed. program is nine to twelve hours per semester. In certain cases, the Dean and the Director of Teacher Education may approve a fifteen-hour load for exceptional students.

CURRICULUM

The five curricula that lead to the M.Ed. degree and initial licensure include the early childhood program, middle grades program, the secondary program, the special education program, and the K–12 specialty programs in physical education, theatre, or music. These programs require 42 to 46 hours of graduate credit. Milligan College has voluntarily suspended the special education program due to limited resources; no new students will be enrolled in this program until further notice.

Each curriculum described below may be completed in one academic year and two summers (fifteen months).

CORE COURSES (REQUIRED FOR EACH INITIAL LICENSURE PROGRAM, 12 HOURS)

510. The Teacher Inquirer ..... 1 hour
511. Study of Research Methodology ..... 2 hours
512. Research Seminar ..... 2 hours
513. Scholarly Writing ..... 1 hour
561. Seminar in Foundations
or
571. Early Childhood Foundations ..... 3 hours
573. Advanced Child Development and Learning ..... 3 hours

EARLY CHILDHOOD EDUCATION COURSES (30 HOURS)

544. Teaching Reading Through Literature ..... 3 hours
551. Internship I ..... 5 hours
552. Internship II ..... 6 hours
560a. Capstone Seminar ..... 0.5 hours

560b. Capstone Seminar ..... 0.5 hours
572. Advanced Child Guidance ..... 3 hours
575. Early Childhood Administration ..... 3 hours
576. Program Planning for Young Children I ..... 2 hours
577. Program Planning for Young Children II ..... 2 hours
578. Program Planning for Young Children: Practicum ..... 2 hours
579. Young Children with Special Needs ..... 3 hours

MIDDLE GRADES EDUCATION COURSES (34 HOURS)

520. Math and Science Methods ..... 4 hours
523. Models of Teaching 3 hours
528. Teaching Reading 3 hours
530. Children with Special Needs ..... 3 hours
540 Health and Physical Education Methods ..... 3 hours
541. Fine Arts Methods ..... 3 hours
544. Teaching Reading Through Literature ..... 3 hours
551. Internship I ..... 5 hours
552. Internship II ..... 6 hours
560a. Capstone Seminar ..... 0.5 hours
560b. Capstone Seminar ..... 0.5 hours

SECONDARY EDUCATION COURSES (33 HOURS)

522. Secondary Education Methods ..... 3 hours
523. Models of Teaching ..... 3 hours
524. Teaching Strategies in Content Areas ..... 3 hours
530. Children with Special Needs ..... 3 hours
551. Internship I ..... 5 hours
552. Internship II ..... 6 hours
560a. Capstone Seminar ..... 0.5 hours
560b. Capstone Seminar ..... 0.5 hours
Electives ..... 6 hours
*Secondary English students must also complete 527 Reading in the Content Areas (3 hours). May be taken as an elective.

K–12 MUSIC, THEATRE, & PHYSICAL EDUCATION COURSES (30 HOURS*)

522. Secondary Education Methods ..... 3 hours
523. Models of Teaching ..... 3 hours
524. Teaching Strategies in Content Areas* ..... 3 hours
530. Children with Special Needs ..... 3 hours
551. Internship I ..... 5 hours
552. Internship II ..... 6 hours
560a. Capstone Seminar ..... 0.5 hours
560b. Capstone Seminar ..... 0.5 hours

Electives ..... 6 hours
*An elementary level (K–6) methodology course in the major is also required for licensure.

SPECIAL EDUCATION COURSES (30 HOURS)

528. Teaching Reading ..... 3 hours
530. Children with Special Needs ..... 3 hours
551. Internship I ..... 5 hours
552. Internship II ..... 6 hours
560a. Capstone Seminar ..... 0.5 hours
560b. Capstone Seminar ..... 0.5 hours
582. Characteristics of Exceptional Children ..... 3 hours
583. Educational Procedures for Exceptional Children ..... 3 hours
584. Child Who is Mentally Retarded ..... 3 hours
585. Child Who is Multiply Handicapped ..... 3 hours

510. The Teacher Inquirer—An introduction to the role of problem solving and inquiry in education. An overview of educational research methods and design. The course includes a survey of current educational research, exploration of a research topic, and initiation of a literature search. Offered summer term each year. One semester hour.

511. Research Methods in Education—A study of problem solving, research methods, research design, and an introduction to basic data analysis procedures used in experimental, quasiexperimental, descriptive, and qualitative research. The course includes completion of the research prospectus, literature review, research design and instrumentation for a research project. Offered fall term each year. Two semester hours.

512. Research Seminar—Completion of the research study begun in the Education 510 and 511. Students discuss types of data, appropriate data analysis procedures, published research, and principles of research interpretation. Offered spring term each year. Two semester hours.

513. Scholarly Writing—Each candidate reports on his or her own research findings, explores subsequent publication, and reflects upon applications of research in the classroom and school. Offered summer term each year. One semester hour.

520. Math & Science Methods—A survey of strategies of classroom management, instruction and assessment in middle grades mathematics and science. Unit and lesson planning and styles of instruction are discussed and practiced. This material is developed into methods for classroom practice with

an emphasis on curricular integration. Offered summer term each year. Four semester hours.

521. Assessment and Evaluation—This course presents strategies for the assessment and evaluation of student and teacher performance, including construction of teacher-made tests and alternate approaches. Candidates also learn how to read and interpret standardized test scores for student diagnosis and individualization of instruction. Offered occasionally. Three semester hours.

522. Secondary Education Methods—A review of the recent research related to classroom management, instruction and assessment. Unit and lesson planning and styles of instruction are discussed. This material is developed into strategies for classroom practice. Offered summer term each year. Three semester hours.

523. Models of Teaching—A study of a variety of approaches to teaching designed to give teachers a broad repertoire of teaching skills that will enable students to become more effective learners and bring about particular kinds of learning. Also included is an examination of the new technologies available in education. Offered summer term each year. Three semester hours.

524. Teaching Strategies in Content Areas—A study of the current curriculum and teaching strategies being used in a specific teaching discipline. Offered spring term each year. Three semester hours.

525. Structure of the Curriculum—A study of current trends in curriculum development, including curriculum integration. Candidates learn how to define objectives, plan for improvement, and organize instructional materials. An elective in licensed teacher programs. Offered occasionally. Three semester hours.

526. Mentorship—This course facilitates an understanding of the mentoring process. Areas of study include classroom and school environments that effectively nurture mentors and protégées; the recruitment, selection, and training of mentors; matching mentors and protégées; and evaluating the results of mentoring. Offered occasionally. Three semester hours.

527. Teaching of Reading in Content Areas—A discussion of secondary reading and study strategies as well as techniques for assessment and instruction in reading. A required course for secondary English students. Offered occasionally. Three semester hours.

528. Teaching Reading—Current methods and strategies for teaching reading in the elementary grades including such topics as whole language,

comprehension, word recognition skills, vocabulary development, and authentic reading assessment. Offered summer term each year. Three semester hours.

529. Teaching Mathematics—A study of the presentation of calculation skills and applied mathematics problem solving appropriate to the elementary schools. Remediation strategies are included. Offered occasionally. Three semester hours.

530. Children with Special Needs—A study of the applications of psychological theories and research related to the instruction of children with special needs. Topics covered include student characteristics, mental health, personality, learning theories, group dynamics, motivation, and evaluation. Offered fall terms each year. Three semester hours.

531. Family and Community Culture—A discussion of anthropological skills for studying children in the context of families and communities. Some discussion of various sub-cultures in the United States is included. Offered summer term each year. Three semester hours.

532. Counseling of Children and Families—A study of counseling principles important to teachers as they interact with children and their families. Offered fall term each year. Three semester hours.

540. Health and Physical Education Methods—Reading and discussion of fitness and health concerns of children, grades five through eight. The course includes instruction and practice related to physical activity and rhythmical activities. Emphasis is on integration of health and physical education topics and activities into the middle grades curriculum. Offered May term each year. Three semester hours.

541. Fine Arts Methods—A study of art, music, and storytelling strategies and techniques useful to the teacher of children, birth through early adolescence. Offered fall term each year. Three semester hours.

544. Teaching Reading Through Literature—An in-depth study of children's literature. Emphasis is on criteria for planning and evaluating a quality literature program to provide rich literary experiences. Candidates compare and contrast literary contributions from the entire genre of literature. Offered summer term each year. Three semester hours.

551. Internship I—A full-day, full-semester, school-based professional growth experience. In addition to a specific teaching assignment the student may have observations of various school situations, emphasizing diversity, exceptionality,

and rural and urban settings. Some experiences to develop psychological readiness for the profession are included. Concurrent enrollment in EDUC 560 Capstone Seminar required. Offered fall term each year. Five semester hours.

552. Internship II—A continuation of the internship involving greater responsibility in the teaching assignment. Enrollment limited to students enrolled concurrently in EDUC 551 and 552 Internship. Concurrent enrollment in EDUC 560 Capstone Seminar required. Offered spring term each year. Six semester hours.

560. Capstone Seminar—A capstone seminar designed to promote reflection, in-depth discussion, and collaborative action research. Designed to integrate all elements of the program and document program outcomes in the candidate portfolio. Also includes topical presentations by Milligan and partner school faculty. Enrollment limited to students enrolled concurrently in EDUC 551 and 552 Internship. Will be repeated once for credit. Offered fall and spring terms each year. One-half semester hour.

561. Seminar in Foundations—A survey of the history, philosophy, legal, and social foundations of American education. Topics will be discussed and presented in seminar format. Offered summer term each year. Three semester hours.

563. Advanced Educational Psychology—A study of the application of psychological theories and research to classroom setting. Topics include student characteristics, mental health, personality, learning theories, group dynamics, motivation, and evaluation. Includes a focus on social constructivist theory. Offered occasionally. Three semester hours.

565. Technology in Education—A study of applications of technology to instruction of children in P–12 schools and to the maintenance of records and resources. Includes multimedia, computer-based educational games, access of learning resources via the Internet, and web page design. An elective in secondary and licensed teacher programs. Offered summer term each year. Three semester hours.

571. Early Childhood Foundations—A study of philosophical and theoretical foundations of early childhood education. Emphasis is on major trends and issues in early childhood education. In addition, this course seeks to provide candidates with attributes that will enable them to be effective in their commitment, sensitivity, resourcefulness, and organizational abilities with young children. Offered summer term each year. Three semester hours.

572. Advanced Child Guidance—A study of skills and techniques for handling behavioral and disciplinary issues of young children. Candidates create and design creative experiences and activities for children in the setting of their internship (Prekindergarten through Grade 4). Emphasis is on providing a developmentally appropriate environment that fosters social/emotional development. Offered fall term each year. Three semester hours.

573. Advanced Child Development and Learning—A study of theories of learning applicable to children from birth through adolescence. The content focuses on constructivist theories of learning with major emphasis given to the theories of Piaget, Dewey, Gardner, and Vygotsky. Implications of child development for classroom teaching are addressed. Three semester hours. Offered summer term each year.

575. Early Childhood Administration—A discussion of the philosophy, organization, and components of developmentally appropriate programs for young children and their families. Administration, environmental aspects, parent and community involvement, staff supervision, evaluation, development, and budget of programs will be examined. The objectives are based on the National Association for the Education of Young Children Standards. Offered summer term each year. Three semester hours.

576. Program Planning for Young Children I—A study of the educational needs of young children in the cognitive realms of scientific, mathematical, and language learning. Focus is on planning and implementing learning environments that provide hands-on discovery learning where the child is an active participant, problem solver, and decision-maker. Candidates engage in cooperative learning and in planning integrated thematic units and projects. Emphasis is given to the integration of the content areas, especially science, math, and the language arts. Offered summer term each year. Three semester hours.

577. Program Planning for Young Children II—A study of the educational needs of young children in the cognitive, social, creative, and physical domains of learning. The focus is on planning and implementing learning environments that provide hands-on discovery learning where the child is an active participant, problem-solver, and decision maker. Candidates engage in cooperative learning and in planning integrated thematic units and projects. Emphasis is given to the integration of the content areas, especially social studies, creative, and expressive arts. Offered summer term each year. Three semester hours.

579. Young Children with Special Needs—A study of the following early childhood special education areas: assessment; family participation; IEPs/IFSPs;

service delivery models; general curriculum; and intervention strategies. More specific interventions covered include cognitive skills; social skills and emotional development; adaptive behavior skills; motor skills; transition; personnel competence; and program evaluation. The course also includes a study of diversity and its implications for teaching and learning. Offered summer term each year. Three semester hours.

582. Characteristics of Exceptional Children—The student will study all aspects of exceptional children including reading, arithmetic, auditory, visual, and perceptual motor problems as well as characteristics of children who are gifted. The student will be introduced to assessment using diagnostic tests in order to determine if special services are needed to assist the children in achieving. Principles and best practices in classroom management will also be studied. An experiential approach will be used so that critical thinking skills may aid in decision-making. Offered occasionally. Three semester hours.

583. Educational Procedures for Exceptional Children—Educational procedures and materials for teaching exceptional children who are learning disabled, mentally retarded, emotionally disturbed, physically handicapped, gifted, and socially maladjusted with an emphasis on learning. Techniques discussed include behavior modification, perceptual remediation, cognitive and intellectual development, and the use of various apparatus helpful to exceptional children. An additional two clock hours per week may be required for observation and experience in the schools. Offered occasionally. Three semester hours.

584. The Child Who is Mentally Retarded—A study of the causes and characteristics of mental retardation. The diagnosis, treatment, curriculum, life care, parental adjustment, and psychological development of the mentally retarded are discussed. Offered occasionally. Three semester hours.

585. The Child Who is Multiply Handicapped—A study of the nature and needs of individuals with severe, profound, and multiple handicaps with emphasis on basis educational approaches and on the roles of federal, state, and local agencies in providing services to this population. Offered occasionally. Three semester hours.

590. Directed Study—Research related to a specific educational problem under the direct supervision of an instructor. Offered each term. One to six semester hours.

595. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course

offerings. Topics considered vary from semester to semester. An elective in licensed teacher programs. Offered each term. One to three semester hours.

MASTER OF EDUCATION, ADVANCED DEGREE

The Master of Education (M.Ed.) program includes both advanced degree and initial licensure options. The M.Ed. advanced program is designed for licensed teachers who teach at the early childhood, elementary, middle grades, or secondary level and who wish to develop professionally. The program consists of 36 semester hours, including twelve hours of electives. The initial licensure program is described in the previous section, beginning on Page 154 above. These programs increase both the quality and quantity of the educational experiences for teachers in professional education. Students may finish the 36-hour advanced degree program in two years, including fall, spring, and summer courses. Students may also choose to extend course work beyond the typical two-year period.

The advanced degree Master of Education program supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major fields of study.
>
> Students will demonstrate social responsibility in numerous ways, such as serving in churches, on the mission field (domestic and foreign), and with social agencies; mentoring, nurturing, and protecting others; and displaying increased understanding of and experience with other cultures.
>
> Students will gain an enriched quality of life through awareness of health issues appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

Student outcomes for the advanced licensure program are based upon the following principles of the National Board for Professional Teacher Standards (NBPTS):

1. Teachers are committed to learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.

5. Teachers are members of learning communities.
6. Teachers combine Christian values, knowledge, and interpersonal skills to reflect the attributes of a Christian educator, ensuring maximum group and individual learning.

The Advanced Master of Education program is a thirty-six credit hour program of study designed for licensed teachers who desire to develop professionally. The program consists of a twenty-four credit hour core and twelve elective credits. Participants may also add an additional endorsement concurrent with their enrollment in the program. Additional endorsements may require more than twelve elective credits, however.

The program of study is offered in early childhood education, elementary/middle grades education, and secondary education cohorts. Core course work is scheduled in six-credit-hour blocks of instruction for four consecutive fall and spring semesters. Electives may be selected from any 500-level Master of Education courses offered in fall, spring, and summer terms.

The program is designed to integrate theory, action research, and reflective practice. Courses will typically be taught in school facilities in the community by Milligan faculty members and participating partner school master teachers and administrators. Program outcomes are based upon National Board for Professional Teacher Standards (NBPTS) and are documented in professional portfolios. An important feature of the program is mentorship of participants by NBPTS certified teachers from the community and region, who will facilitate portfolio development.

PROGRAM CHARACTERISTICS AND CURRICULUM

Application, admission, and retention policies and procedures for the advanced degree program are parallel to those noted above for the initial licensure M.Ed. program. Comprehensive examination procedures are also parallel. The research component of the advanced degree program is integrated into the four six-credit-hour course blocks and linked closely to professional practice and professional development goals of the student.

The advanced degree curriculum is as follows:

Core Courses

601. The Reflective and Caring Educator	6 hours
602. Inquiry into Teaching and Learning	6 hours
651. Extending Collaborative Inquiry Beyond the Classroom	6 hours
652. Leadership & Sustained Professional Growth	6 hours

Electives
Twelve hours of elective course work is required for degree completion. Electives may be selected from graduate courses offered in the initial licensure program. Students are encouraged to select electives based upon a professional growth plan. An additional endorsement may be a part of this plan.

Suggested Elective Courses for licensed ECE or Elementary Teachers

531. Family and Community Culture ..... 3 hours
532. Counseling of Children and Families ..... 3 hours
544. Teaching Reading Through Literature ..... 3 hours
572. Advanced Child Guidance* ..... 3 hours
573. Advanced Child Development and Learning ..... 3 hours
575. Early Childhood Administration* ..... 3 hours
576. Program Planning for Young Children I* ..... 3 hours
577. Program Planning for Young Children II* ..... 3 hours
579. Young Children with Special Needs ..... 3 hours
* Required for those adding PreK–4 endorsement to elementary licensure.

Suggested Elective Courses for licensed Middle Grades or Elementary Teachers

520. Middle Grades Methods* ..... 4 hours
521. Assessment and Evaluation* ..... 3 hours
523. Models of Teaching* ..... 3 hours
531. Family and Community Culture ..... 3 hours
532. Counseling of Children and Families ..... 3 hours
540. Health & Physical Education Methods* ..... 3 hours
573. Advanced Child Development and Learning ..... 3 hours
* Required for adding Middle Grades (5–8) endorsement to PreK–4 license.

Suggested Elective Courses for licensed Secondary Teachers

521. Assessment and Evaluation ..... 3 hours
522. Secondary Education Methods ..... 3 hours
523. Models of Teaching ..... 3 hours
524. Teaching Strategies in Content Areas ..... 3 hours
531. Family and Community Culture ..... 3 hours
532. Counseling of Children and Families ..... 3 hours
573. Advanced Child Development and Learning ..... 3 hours

601. The Reflective and Caring Educator—This course builds a foundation for reflective and caring teaching based upon the Milligan teacher education conceptual framework. Emphases are on (a) the role of the reflective and caring

educational practitioner; (b) foundational issues in teaching and learning; (c) program outcome criteria (based upon National Board for Professional Teaching Standards), and (d) principles and applications of teacher-based action research. Applications of contemporary technology and strategies for acquisition of funding and other resources are also explored. Emerging competencies related to program outcomes will be documented in a professional portfolio. Offered fall semester each year. Six semester hours.

602. Inquiry into Teaching and Learning—This course builds upon EDUC 601, addressing (a) positive child guidance and classroom management strategies, (b) assessment of P–12 student performance and learning, and (c) educational research and problem-solving strategies. A problem-solving approach is taken to these issues. Participants will develop formal research and problem-solving strategies based upon reviews of contemporary professional literature and focused surveys of the learning environment. Emerging competencies related to program outcomes will be documented in a professional portfolio. Offered spring semester each year. Six semester hours.

651. Extending Collaborative Inquiry Beyond the Classroom—This course builds upon EDUC 601 and 602, addressing (a) assessment of student, school, and community cultural factors, (b) preparation and presentation/publication of scholarly work, and (c) development of a mentoring relationship with a master teacher/leader. Portfolio development will be designed to parallel the documentation process leading to potential future certification by the National Board for Professional Teaching Standards (NBPTS). Offered fall semester each year. Six semester hours.

652. Leadership & Sustained Professional Growth—This course builds upon EDUC 601, 602 and 651, addressing (a) service and leadership in the educational community, (b) continued professional development and scholarly activities, and (c) continued mentorship and portfolio development paralleling the documentation process leading to potential future certification by the National Board for Professional Teaching Standards (NBPTS). Offered spring semester each year. Six semester hours.

ENGLISH

AREA OF HUMANE LEARNING

Professors Higgins, Holmes, Knowles, and P. Magness
Associate Professor Cook
Assistant Professors Kiser, LeRoy-Frazier, and Shields

The English major supports the following goal of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts . . . and to understand a significant body of material in their major fields of study.

Graduates of Milligan's English program go on to teach in public and private schools and colleges (with additional study), to do graduate work in English and related fields, to study law, to work as journalists, editors, and public relations officers, to study library science/information technology, and to work in marketing, customer assistance, and other aspects of the business world.

The course of study in English language and literature is designed to enable the student (1) to read with appreciation and understanding; (2) to write clearly and effectively; and (3) to acquire a knowledge base which will allow the individual to pursue additional education or to obtain gainful employment.

The major in English consists of thirty semester hours which must include English 304 or 305 and 460 or 461. Students having completed two years of Humanities will be credited with six hours toward the English major. The remaining twenty-four hours required for the major may be selected from the following five areas of the English offerings with the proviso that the student take a minimum of one course from at least four of the five areas: English Language and Literary Criticism (311, 312, 495 [Intro to Literary Criticism]); Medieval and Renaissance Literature (430, 460, 461, 462); Eighteenth and Nineteenth-Century Literature (304, 361); Nineteenth Century Literature (434, 435); Modern and Post-Modern Literature (305, 402, 411, 412, 414). Six hours of junior or senior level theatre arts courses may be applied to an English major. The English major is available only as a Bachelor of Arts degree; therefore, foreign language through the intermediate level is required.

The secondary English teacher licensure program includes English 304 or 305 and 311, 361, 402; six hours of English literature which must include English 460 or

461; six hours of world literature from the humanities sequence; and Education 317. Students pursuing a Bachelor of Arts degree with an English major must complete English electives to total thirty semester hours in the major. At least two college level courses in a foreign language are required.

The minor in English consists of eighteen hours which may include six hours of humanities and must include courses in both American and English literature.

103. English Composition—Intensive writing instruction and practice designed to enable the student to achieve college writing competency. The course is designed for students who have not achieved a C or above in the writing component of Humanities 102 and for transfer students who need additional instruction in writing (based primarily on their writing sample). Students will carry out a variety of writing assignments, such as journals; reviews of articles, movies, and books; research notebooks; and essays. Students must earn a C or above in the course in order to satisfy this graduation requirement. Initially, the course must be taken prior to or concurrent with Humanities 201. Offered fall term each year. One semester hour.

290. Independent Study—Individual study to enable the student either to study material not in the curriculum or to facilitate an individualized approach in a field not covered in a single course. Not open to freshmen. One to three semester hours.

304–305. Survey of American Literature—A study of the literature of the American people with special attention to the writings of the major authors. Collateral reading is assigned in the American novel. English 304 offered fall term each year; English 305 offered spring term each year. Three semester hours each semester.

311. Advanced Grammar—Advanced study in the principles of English grammar with attention to sentence structure, verb forms, and current usage. Offered spring term alternate years. Three semester hours.

312. Introduction to Linguistics—A study of the basic principles of linguistic analysis as specifically applied to the English language. Offered fall term every third year. Three semester hours.

354. Children's Literature—A study of children's literature designed to acquaint the student with the literary contributions suitable for elementary grades. Not applicable towards an English major. Offered spring term each year. Three semester hours.

361. Novel—A study of the history and development of the novel as a literary type with special emphasis on eighteenth and nineteenth-century British and American novels. Offered spring term alternate years. Three semester hours.

362. African-American Narrative Literature—A study of autobiographical and fictional narratives by African-American writers with emphasis on the nineteenth and twentieth centuries and attention to historical context and current critical issues. Offered fall term alternate years. Three semester hours.

364. The Fiction of C. S. Lewis—A close look at Lewis's fictional works, with some reference to his other writings. Offered fall term alternate years. Three semester hours.

402. Short Story—A chronological study of the development of the short story in the western tradition during the nineteenth and twentieth centuries with emphasis on American and British stories; some attention to creative writing. Offered fall term alternate years. Three semester hours.

411–412. Twentieth-Century Literature—A study of leading writers of fiction, poetry, and drama in the Twentieth Century, including English and non-English writers. This is a seminar course, involving discussions, independent research, and oral presentations. English 411 offered fall term each year; English 412 offered spring term alternate years. Three semester hours each semester.

414. British Fiction of the Twentieth Century—A study of major British writers in the Twentieth Century, such as A. S. Byatt, Joseph Conrad, E. M. Forster, Graham Greene, James Joyce, D. H. Lawrence, Katherine Mansfield, Iris Murdoch, and Virginia Woolf. Offered spring term alternate years. Three semester hours.

424. Advanced Writing—An opportunity for extensive experience in writing, editing, critiquing the works of others, and working toward publication. Prerequisites: Humanities 101–2, 201–2 (or the equivalent) and the approval of the instructor. Offered spring term alternate years. Three semester hours.

430. Medieval Literature—A study of selected works from significant writers of the Middle Ages. Offered fall term alternate years. Three semester hours.

434. Romantic Movement—A study of the Romantic Movement in England with special emphasis upon the great poets of the period. Offered spring term alternate years. Three semester hours.

435. Victorian Period—A study of the fascinating contradictions of the second half of the Nineteenth Century as expressed in the major poets, essayists, and novelists of the period. Offered spring term alternate years. Three semester hours.

460. Elizabethan Drama—An examination of the earlier Shakespearean plays with collateral reading in the works of his fellow playwrights. Offered spring term alternate years. Three semester hours.

461. Jacobean Drama—An examination of the later Shakespearean plays with collateral reading in the works of his fellow playwrights. Offered spring term alternate years. Three semester hours.

462. Renaissance Poetry and Prose—Careful readings of the works of Spenser, Sidney, Shakespeare (nondramatic), Jonson, the Metaphysical poets, and Milton. Offered fall term every third year. Three semester hours.

489. Directed Readings—A supervised program of readings which provides for study of material not included in the regular course offerings. One to three semester hours.

490. Directed Studies—A program of readings and conferences which provides for individualized study. One to three semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from semester to semester. One to three semester hours.

EXERCISE SCIENCE

AREA OF PROFESSIONAL LEARNING (EDUCATION)

Associate Professor Doan
Assistant Professor Simonsen

The Exercise Science minor supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major fields of study.

Students will gain an enriched quality of life through awareness of health issues appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

Students will participate in the activities of a healthy lifestyle such as intramurals, intercollegiate sports, musical and theatrical groups, student clubs, student government, and other campus-sponsored extracurricular endeavors, in preparation for life-long participation in similar activities.

The skills and knowledge gained through the Exercise Science minor allow students to pursue jobs in school, community, or industrial settings and provides a springboard into various graduate programs.

The minor in Exercise Science consists of twenty hours and includes Human Performance and Exercise Science 341 and 352, Biology 250 and 251, and four hours of Chemistry.

FILM STUDIES

AREA OF PERFORMING, VISUAL, AND COMMUNICATIVE ARTS

Assistant Professor Suit

Communications majors with a broadcasting emphasis interested in pursuing vocations in the film industry minor in Film Studies, an eighteen-hour minor, by taking one of two programs of study:

1. Admission to and completion of the Los Angeles Film Studies program, a semester-long, fifteen-credit hour program sponsored by the Council for Christian Colleges and Universities. This program allows students to study filmmaking in Los Angeles while doing internships at businesses in the entertainment industry. In addition the student also completes Communications 495 American Film History.
2. Completion of on-campus courses including Theatre 242 and 340; Communications 495 American Film History; nine additional hours of electives with courses and course content adapted for the minor with the approval of the adviser and the class instructor.

FINE ARTS

AREA OF PERFORMING, VISUAL, AND COMMUNICATIVE ARTS

Professors Knowles and Major
Assistant Professors Anthony and Blosser

The fine arts program is designed to contribute to the development of students' God-given personalities and talents by increasing their appreciation for and knowledge of human creativity. Within that context, the major in fine arts cultivates the development of Christian artists who glorify God by striving for the highest standards of artistic excellence—ministering to people through their art and contributing to the richness and beauty of life, both in the church and in society.

The Fine Arts major supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in liberal arts and the natural and social sciences, and to understand a significant body of material in their major field of study.
>
> Students will participate in the activities of a healthy lifestyle such as intramurals, intercollegiate sports, musical and theatre groups, student clubs, student government, and other campus-sponsored extra-curriculum endeavors, in preparation for life-long participation in similar activities.

The strength of the fine arts program lies in its interdisciplinary nature. It includes within it both a major and a minor. The fine arts major is available only as a Bachelor of Arts degree; foreign language through the intermediate level is required. While there is no fine arts minor, a student may minor in art, photography, or theatre arts.

There are three areas of emphasis from which a student may choose when declaring a fine arts major. They are art, photography, and theatre arts.

Graduates with a Fine Arts major are expected to (1) demonstrate a clear understanding of the fundamental skills, theories, principles, and technologies necessary in the making of art, photography, or theatre; (2) demonstrate the capacity to formulate a personal philosophy and aesthetic direction for their art; (3) demonstrate a basic understanding of the link between art making and the

study of art history and current trends in art; (4) be capable of constructing intelligent standards for the critical evaluation of art.

Students completing the fine arts program with an emphasis in art acquire a strong foundation in visual art skills, insights, and overall aesthetic awareness. Outstanding students are prepared to apply to graduate school, enabling them to teach college or to pursue careers as professional artists. Although the program does not offer courses in the commercial/graphic arts field, the design skills that are emphasized provide a well-grounded basis for students to supplement their art experience at a more specialized institution. The art world also provides numerous opportunities to well-trained creative young artists in related art vocations—gallery and museum work, arts organization jobs, and free-lance art. The art emphasis consists of 30 hours of course work as follows: Art 250, 251, 350, 351, 367, 411, 431, 490, 494, and 495, plus the 16–17 hour fine arts core curriculum consisting of Theatre 242, Music 263, Art 237, 401, English 411 or 412, and Art 421, three hours from Humanities 101, 102, 201, 202 and nine hours of appropriate electives chosen from communications, business, Bible, social learning, the humanities, or others chosen in consultation with the adviser.

The photography emphasis is designed to help students acquire skills in various aspects of photography. The curriculum is taught from an artistic standpoint that gives students the creativity and experience necessary for a rewarding future in photography. Graduates can use their knowledge of photographic processes, aesthetics, and history to provide professional services to the art community or commercial photographic markets. Photographers also provide supporting services for galleries, theatres, museums, and publishing; some teach photography. The photography emphasis consists of 30 hours of course work as follows: Art 237, 310, 312, 337, 361, 366, 437, 490, 494, plus the 16–17 hour fine arts core curriculum consisting of Theatre 242, Music 263, an Art Studio course, Art 401, 421, English 411or 412, three hours from Humanities 101, 102, 201, 202, and nine hours of appropriate electives from communications, business, Bible, social learning, humanities, or others chosen in consultation with the adviser.

The theatre arts emphasis stresses a basic understanding and appreciation for all facets of theatre work. Theatre arts graduates can work as actors, costumers, stage managers, set designers, lighting technicians, sound operators, stage carpenters, arts agency promoters, and stage directors, while others can go on to study theatre in graduate school in preparation for teaching, business, public relations, and the ministry. The theatre arts emphasis consists of 36 hours of course work as follows: Theatre 141, 151, 240, 242, 340, 343, 345 (6 hours), English 411 or 412 and 460, 461, plus the 16–17 hour fine arts core curriculum consisting of Art 237, an Art Studio course, Art 401, 421, and three hours of Humanities 101, 102, 201, and 202, and twelve hours of appropriate electives from communications, business,

Bible, social learning, humanities, or others chosen in consultation with the adviser.

The electives within the fine arts program are determined by the students with their advisers to address the specific goals of the students. Students who have an interest in film or arts administration may also consider the option of a semester of study at the Council for Christian Colleges and Universities' Los Angeles Film Studies Center or the American Studies Program based in Washington, D.C.

Fine Arts students on a visit to the Metropolitan Museum of Art in New York City

Fine Arts Program With Art Emphasis

Core (16–17hours)	
Three hours from Hum. 101, 102, 201, 202	3 hrs
Theatre 242 Fundamentals of Acting	3 hrs
Art 237 Basic Photography	3 hrs
Music 263 Survey of Pop Music	3 hrs
Art 401 Field Studies in Fine Arts	1–2 hrs
Art 421 Fine Arts in the Church Arts	3 hrs

Art Emphasis (42–45 hours)	
Art 250 Drawing I	3 hrs
Art 251 Painting I	3 hrs
Art 350 Drawing II	3 hrs
Art 351 Painting II	3 hrs
Art 367 Art History	3 hrs
Art 411 Printmaking Studio	3 hrs
Art 431 Sculpture Studio	3 hrs
Art 490 Directed Studies	3 hrs
Art 494 Senior Exhibition	3 hrs
Eng 411 or 412 Twentieth-Century Literature	3–6 hrs
Electives chosen in consultation with adviser	9 hrs

Fine Arts Program With Photography Emphasis

Core (17 hours)	
Three hrs from Hum. 101, 102, 201, 202	3 hrs
Theatre 242 Fundamentals of Acting	3 hrs
Art 250, 251, or any other studio course (with approval of the adviser)	3 hrs
Music 263 Survey of Pop Music	3 hrs
Art 401 Field Studies in Fine Arts	2 hrs
Art 421 Fine Arts in the Church	3 hrs

Photography Emphasis (42–45 hours)	
Art 237 Basic Photography	3 hrs
Art 310 Intermediate Photography	3 hrs
Art 312 Introduction to Color Photography	3 hrs
Art 337 Photojournalism	3 hrs
Art 366 History of Photography	3 hrs
Art 367 Art History	3 hrs
Art 437 Advanced Black and White Photography (or View Camera or Studio at ETSU)	3 hrs
Art 490 Directed Studies	3 hrs
Art 494 Senior Exhibition	3 hrs
Eng 411 or 412 Twentieth-Century Literature	3–6 hrs
Electives chosen in consultation with adviser	9 hrs

Fine Arts Program With Theatre Arts Emphasis

Core (16–17 hours)	
Three hrs from Hum. 101, 102, 201, 202.	3 hrs
Art 237 Basic Photography	3 hrs
Art 250 or 251 or any other studio elective with adviser approval	3 hrs
Music 263 Survey of Pop Music	3 hrs
Art 401 Field Studies in Fine Arts	1–2 hrs
Art 421 Fine Arts in the Church	3 hrs

Theatre Arts Emphasis (43–44 hours)	
Thea 141 Fund of Voice/Stage Mvmt	3 hrs
Thea 151 Introduction to Theatre	3 hrs
Thea 240 Theatre Make-up	3 hrs
Thea 242 Fundamentals of Acting	3 hrs
Thea 340 Fundamentals of Directing	3 hrs
Thea 343 Scenography	4 hrs
Thea 345 Theatre Workshop	6 hrs
Musc 100 Voice elective	1–2 hrs
Eng 460 Elizabethan Drama	3 hrs
Eng 461, 411, or 412 Jacobean Drama or Twentieth-Century Lit. (must take 2 of these 3 courses)	6 hrs
Electives chosen in consultation with adviser	9 hrs

FITNESS AND WELLNESS

AREA OF PROFESSIONAL LEARNING (EDUCATION)

Associate Professor Doan
Assistant Professor Simonsen

The Fitness and Wellness minor supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major fields of study.
>
> Students will gain an enriched quality of life through awareness of health issues appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.
>
> Students will participate in the activities of a healthy lifestyle such as intramurals, intercollegiate sports, musical and theatrical groups, student clubs, student government, and other campus-sponsored extracurricular endeavors, in preparation for life-long participation in similar activities.

The skills and knowledge gained through the Fitness and Wellness minor allow students to pursue jobs in community or industrial settings and provides a springboard into various graduate programs.

The minor in Fitness and Wellness consists of a minimum of twenty hours and includes Human Performance and Exercise Science 101, 308, 310, 336, 341, 352, and Biology 250.

FRENCH

AREA OF HUMANE LEARNING

Associate Professor Woolard

The French program supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts. . . .
>
> Students will gain an enriched quality of life through . . . appreciation for the arts . . . and preparation for graduate studies and a rewarding career or profession.

The French program emphasizes the four language skills of listening, speaking, reading, and writing. While the primary focus is on developing competency in communication, the Humanities: French major provides a foundation in the literature and culture of the country. Through a required intensive language experience that provides direct contact with the culture and the language, students develop a cultural awareness of a French-speaking society. The project undertaken in the Humanities 490 course further develops the student's ability to access information through the French language. As an affiliate program in Humanities, it provides the opportunity to integrate studies in French culture with those of other western cultures. Students are encouraged to fulfill requirements for a minor from the disciplines of history, English, philosophy, fine arts, another foreign language, or Bible. Graduates may pursue careers in teaching, in translating and interpreting (with additional study), in the tourism and hospitality industry, or in the diplomatic services. French is a valuable asset in international business, in international agencies (such as the International Red Cross), and in the fashion industry.

Graduates with a major in Humanities: French will have developed (1) competency in communication, utilizing the French language; (2) a cultural awareness of Francophone societies and empathy for them; (3) the ability to acquire information accessed through the French language.

The major in Humanities: French consists of twenty-four hours and includes French 301, 302, 311, 312, 401, and 402. Students must also complete English 312 and Humanities 490. An extensive language experience in the United States or abroad (approved by the Foreign Language Coordinator) must be included in the major.

The secondary French teacher licensure program includes French 211, 212, 301, 302, 311, 312, 401, 402, English 312, and Humanities 490.

The minor in French consists of eighteen semester hours beyond the level of French 111–112.

111–112. Elementary French—A proficiency-oriented introductory course emphasizing oral communicative skills, including the essentials of grammar, practical vocabulary, and basic reading and writing skills within a cultural context. Three class periods and one laboratory period per week. French 111 offered fall term each year; French 112 offered spring term each year. Three semester hours each semester.

211–212. Intermediate French—A proficiency-oriented intermediate course consisting of a review of elementary skills and an integrated development of more complex listening, speaking, reading and writing skills. Cultural and literary readings serve as a basis for class discussion and written compositions. Three class periods and one laboratory period per week. French 211 offered fall term each year; French 212 offered spring term each year. Three semester hours each semester.

301–302. Advanced Conversation and Composition—Intensive practice in the oral and written language with emphasis on vocabulary, syntax, and culture necessary for communication. Classes are conducted in French. Prerequisite: French 211–212 or equivalent. French 301 offered fall term and French 302 offered spring term every three years. Three semester hours each semester.

311. Survey of French Literature I—A study of the major works of French literature from the Middle Ages through the Eighteenth Century. Selections from a variety of authors and genres are read. Readings and discussions are in French. Prerequisites: French 211 and 212 or equivalent. Offered fall term every three years. Three semester hours.

312. Survey of French Literature II—A study of the major works in French literature from the Nineteenth and Twentieth centuries. Selections from a variety of authors and genres are read. Readings and discussions are in French. Prerequisites: French 211 and 212 or equivalent. Offered spring term every three years. Three semester hours.

401. French Civilization and Culture I—An overview of French civilization and culture from prehistoric times to the present. Topics include geography, history, philosophy, art, and music. Readings, class discussion, and reports are in French.

Prerequisites: French 211–212 or equivalent. Offered fall term every three years. Three semester hours.

402. French Civilization and Culture II—A cultural study of contemporary French society. Topics include family, religion, education, government, economy, and structure of society. Readings, class discussion, and reports are in French. Prerequisites: French 211–212 or equivalent. Offered spring term every three years. Three semester hours.

489. Directed Readings—A supervised program of readings which provides for study of material not included in the regular course offerings. Available on demand. One to three semester hours.

490. Directed Studies—A program of readings and conferences which provides for individualized study. Available on demand. One to three semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, writing, and concentration in areas beyond regular course offerings. Topics vary from semester to semester. Available on demand. One to three semester hours per semester with a maximum of six semester hours.

GENERAL SCIENCE

AREA OF SCIENTIFIC LEARNING

Professors Junker, Lura, and Nix
Associate Professors Glover, Leek, Shirley, and Wallace
Assistant Professor D. A. Roberts

The general science minor supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major field of study.
>
> Students will gain an enriched quality of life through awareness of health issues, appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

Students may seek to have a general exposure to the field of science through the General Science minor. Those students who are seeking education licensure in a

major field will have a strong background in science which may qualify them to teach certain science courses. The flexibility which this allows a student who is interested in science as a complement to their chosen major may encourage more students to pursue their interest in the sciences.

Any student majoring in either chemistry or biology must choose the six courses outside the major to satisfy the minor.

Required courses for the minor (24 hours with a minimum of one course from each discipline):

Biology 111 and 112 Principles of Biology I and II
Biology 360 Ecology

Chemistry 170 and 171 General Chemistry I and II
Chemistry 151 Organic and Physiological Chemistry

Physics 104 Earth and Space Science
Physics 203 and 204 General Physics I and II

Supporting courses for the minor (4 to 6 hours):
Mathematics 211 Calculus I
or
Mathematics 111 College Algebra I and 112 College Algebra II and Trigonometry
or
Mathematics 111 College Algebra I and 213 Statistics

GEOGRAPHY

AREA OF SOCIAL LEARNING

The study of geography provides students with an awareness of the physical, economic, and political features of the world, the cultures which are encountered in the world's regions, as well as the instruments and devices used in the field of study.

201. World Geography: The Developed World—A regional survey of the world followed by an in-depth study of North America, Europe, Russia, Japan, and Oceania. Topics include aspects of political, economic, physical, and cultural geography. Offered spring term each year Three semester hours.

202. World Geography: The Developing World—A regional survey of the world followed by an in-depth study of Latin America, Africa, Middle East, and South/East Asia. Topics include aspects of political, economic, physical, and cultural geography. Offered each term. Three semester hours.

GERMAN

AREA OF HUMANE LEARNING

Associate Professor Thomas

German is Europe's most widely distributed language. The official language of Austria, Germany, and Switzerland, German is the language of Europe's foremost business economy. Students of music, psychology, theology, and the laboratory sciences find German to be of inestimable value. Mastery of German at the intermediate level equips students to read, write, converse, and do basic academic research.

Milligan College offers German on a two-year cycle: German 111–112 will be offered in Fall 2002 and Spring 2003. German 211–212 will be offered in Fall 2001 and Spring 2002. German 489 and 490 are offered by individual arrangement with the professor.

111–112. Elementary German—The pronunciation and writing systems, dialogs and exercises for oral mastery of basic vocabulary and structural patterns, basic conversation, reading, and written composition. Three class periods and not less than two laboratory periods per week. German 111 offered fall term alternate years; German 112 offered spring term alternate years. Three semester hours each semester.

211–212. Intermediate German—Continued conversational practice, including discussion of timely topics based on readings from modern German literature and contemporary periodicals; writing practice and some grammar review. Three class periods and not less than one laboratory period per week. German 211 offered fall term alternate years; German 212 offered spring term alternate years. Three semester hours each semester.

489. Directed Readings—A supervised program of readings, which provides for study of material not included in the regular course offerings. One to three semester hours.

490. Directed Studies—A program of readings and conferences, which provides for individualized study. One to three semester hours.

GREEK

AREA OF HUMANE LEARNING

Professors Higgins and L. Magness
Assistant Professors Matson and Miller

The minor in Greek consists of eighteen semester hours.

111–112. Elementary Greek—A study of the elements of Koine Greek including drill on simple phrases and sentences and the acquisition of vocabulary. Selected readings in New Testament literature are included in the second semester. Greek 111 offered fall term each year; Greek 112 offered spring term each year. Three semester hours each semester.

221–222. Intermediate Greek—The translation and grammatical analysis of New Testament passages representing a cross-section of Greek styles. The course also includes a study of intermediate grammar and some work with textual critical apparatus. Greek 211 offered fall term each year; Greek 212 offered spring term each year. Three semester hours each semester.

290. Independent Study—Individual study to enable the student either to study material not in the curriculum or to facilitate an individualized approach in a field not now covered in a single course. Not open to freshmen. One to three semester hours.

331. Advanced Greek Exegesis—The study and practice of exegetical methodologies for interpreting the Greek New Testament, with emphasis on their uses in teaching and preaching. Introduction to textual criticism is included. Offered fall term as needed. Three semester hours.

332. Advanced Greek Readings—Selected readings in the Septuagint, Philo, Josephus, and the Apostolic Fathers with attention to historical-theological contributions of these writers and works. Offered spring term as needed. Three semester hours.

HEALTH CARE ADMINISTRATION

AREA OF PROFESSIONAL LEARNING

The Health Care Administration minor supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the social sciences, and to understand a significant body of material in their major field of study.
>
> Students will gain an enriched quality of life through stewardship of resources and preparation for graduate studies and a rewarding career or profession.

The Health Care Administration minor allows students majoring in other areas to obtain adequate exposure to issues and topics within the Health Care profession. A student majoring in the Health Care Administration track within the Business Administration major may not minor in Health Care Administration.

The minor in Health Care Administration consists of Business Administration 380, 480, and 481; Psychology 250; and Sociology 321 and 470.

HEBREW

AREA OF HUMANE LEARNING

Assistant Professor Heard

111–112. Elementary Biblical Hebrew—A study of the elements of biblical Hebrew, with an emphasis on vocabulary, verbal morphology, and basic grammar. Selected readings from the Hebrew Bible are included in the second semester. Offered fall and spring terms in periodic years. Three hours each semester.

211–212. Intermediate Biblical Hebrew—A study of biblical Hebrew emphasizing grammar and syntax, with emphasis on achieving facility in reading the Hebrew Bible. Some attention will be given to the use of textual critical apparatus. Offered fall and spring terms in periodic years. Three hours each semester.

HISTORY

AREA OF SOCIAL LEARNING

Associate Professors Dillon, Farmer, Helsabeck, and Thomas

The study of history is one of the core disciplines of a liberal arts education. At Milligan the study of history is rooted in the conviction that knowledge of the past contributes to intellectual maturity and "an enriched quality of life," one of the objectives of the College's Mission Statement. In an age skeptical of tradition and infatuated with the contemporary, the study of history helps to broaden the student's world, leading to a richer understanding of the human condition in its various cultural, economic, and social contexts. The history major at Milligan also develops "a respect and enthusiasm for sound scholarship," as it introduces students to the various ways that scholars have understood, described, and interpreted the past.

The history faculty has designed the major to provide a broad intellectual foundation for entry into various professional fields. Milligan history majors have become teachers, lawyers, physicians, ministers, business professionals, and practicing historians.

Graduates with a major in history are expected (1) to develop an appreciation for history and the craft of the historian, considering the study of history from the point of view of Christians; (2) to be equipped for graduate study and for teaching history; (3) to be able to make use of basic research tools and resources in order to write well about history.

The history major at Milligan leads to the B.A. degree, which requires the study of a foreign language through the intermediate level. The major consists of thirty-one hours, six of which will normally be included in the two-year humanities sequence. A history major must include History 209, 210, 401, and three hours of United States history beyond 209–210. Students majoring in history shall construct, in consultation with their advisers, a course of study that includes a broad range of courses extending from the ancient through the modern world. Courses taught by Professors Thomas and Farmer are scheduled according to a three-year cycle; most of these courses are taught at least once every third year.

Students seeking licensure in secondary history teaching must take, in addition to the requirements for the major, Geography 201 and 202, Sociology 210, 3 hours of world history from the humanities sequence and 3 hours of upper level

world history (non-Western courses such as History 406 History of Islam, History 408 History of the Jews from 70 A.D., or History 480 Seminar on Vietnam); six hours of European history, and six hours to be chosen from History 376, 377, 379, or 380. Students pursuing licensure may add endorsements in Economics or Government by completing either Economics or Political Science minors.

The minor in history consists of eighteen hours, six of which are normally included in the two-year humanities sequence. Bible majors may not use History 341–342 or 431–432 to fulfill the history minor requirements.

209. United States History Survey I—A study of the history of the United States from the European encounter to the War Between the States. The course examines the growth of political institutions and the social and economic life of the people of the United States. Offered fall term each year. Three semester hours.

210. United States History Survey II—A study of the history of the United States from the War Between the States to the 1970s. The course examines the growth of political institutions and the social and economic life of the people of the United States. Offered spring term each year. Three semester hours.

271. History of Christian Missions—A survey of the history and progress of missions since the beginning of Christianity. Offered only on demand. Three semester hours. Same as Christian Ministries 271.

275. Selected Topics in the History of the Reformation of the Nineteenth Century—An examination of the Stone-Campbell heritage including both primary and secondary readings intended to help students understand the church tradition (the "Restoration Movement") that is linked to the history of Milligan College. Students may not apply this course to a major in Bible or History. Prerequisite: Sophomore standing or consent of instructor. Offered spring term each year. One semester hour.

290. Independent Study—Individual study to enable the student either to study material not in the curriculum or to facilitate an individualized approach in a field not now covered in a single course. Not open to freshmen. One to three semester hours.

306. Medieval European Society—A study of the development of Western European civilization from the collapse of the Roman Empire through the fourteenth century. The course encompasses the political, economic, religious, and intellectual dimensions of medieval European culture and society. Prerequisite:

Humanities 101–102 and 201–202, or six hours of European history, or consent of instructor. Offered periodically. Three semester hours.

323. Christian Thought in the Greco-Roman World—A course of readings in various representatives of the Christian tradition from the second through the fifth century, including Origen, Tertullian, Cyprian, Athanasius, Ambrose, and Augustine in their historical contexts. Special attention will be given to the contributions of these thinkers to the development of the Christian tradition. Prerequisites: Humanities 101–102 and 201–202, or consent of the instructor. Offered periodically. Three semester hours.

324. Roman History through the *Pax Romana*—A study of Rome's progress from its origins through its Republican period and the peak of its Empire in the first two centuries of the Christian era (the *Pax Romana*). Prerequisite: Humanities 101–102 and 201–202, or six hours of European history, or consent of instructor. Offered spring term alternate years. Three semester hours.

326. Late Roman and Byzantine Empires—A study of Roman history from the end of the *Pax Romana* in the late second century A.D. The course examines the centuries of decline and collapse in the Western Empire as well as the Byzantine Empire to 1453. Prerequisites: Humanities 101–102 and 201–202 and History 324, or consent of instructor. Offered spring term alternate years. Three semester hours.

332. History of Modern France, 1789–Present—A diplomatic and cultural study of France since the Revolution of 1789, this course examines France's mercurial role as a Western power, and its vacillation between republicanism and autocracy through five republics and two empires. The course focuses special attention on the role of religion in the cultural and political life of the country. Prerequisite: HUMN 101, 002, 201, 202 or consent of the instructor. Part of a three-year cycle in European History, this course will be offered in Fall of 2003, 2006, 2009. Three semester hours.

333. History of Modern Germany, 1815–Present—A diplomatic and cultural study of Germany since the Congress of Vienna, this course examines Germany's rise from fragmentation within the Holy Roman Empire to its present role as an economic and cultural European giant. The study focuses special attention on the philosophical and religious movements that have shaped Germany's national character. Prerequisite: HUMN 101, 102, 201, 202 or consent of the instructor. Part of a three-year cycle in European History, this course will be offered in Spring of 2003, 2006, 2009. Three semester hours.

334. Issues in 20th Century Europe—A study of political, social, religious, and philosophical issues in Europe during the twentieth century, this course

examines the continent's major political philosophies: Marxism, fascism, and democracy. It investigates the "isms" of the past century, among them nationalism, anti-Semitism, Zionism, and imperialism with their related issues of church/state relations, emigration, xenophobia, union, and an alleged "post-Christian" age. Class discussion will tie current events to their historical antecedents. Prerequisite: HUMN 101, 102, 201, 020 or instructor's permission. Part of a three-year cycle in European History, this course will be offered in Fall of 2002, 2005, 2008. Three semester hours.

341–342. Church History—A study of the history of the church from its beginning to the present. The course examines the rise of theological patterns, denominational developments, and the church's response to prevailing culture. Prerequisite: Humanities 101–102 and 201–202 or six hours of history and consent of instructor. History 341 offered fall term and History 342 offered spring term each year. Three semester hours each semester.

343. History of Biblical Interpretation—A survey of the history of hermeneutics and exegesis in the Christian tradition from the ancient through the modern periods. The course will examine the various principles and methods adopted by theologians in their attempts to explain the meaning of the biblical text. The course will emphasize a program of readings in commentaries and homiletic literature representing different periods in the history of Christianity. Prerequisites: Humanities101–102 and 201–202 or consent of the instructor. Offered periodically. Three semester hours.

352. Reformations of the Sixteenth Century—A study of the religious and theological reform movements in sixteenth-century Europe. The course focuses on the various theologies of the period, exploring the meaning of the term "reformation" as it applies to the various religious movements: Lutheran, Reformed, Radical, and Catholic. Prerequisite: Humanities 101–102 and 201–202, or six hours of European history, or consent of instructor. Offered periodically. Three semester hours.

376. Jefferson to Jackson—A study of the period between the lives of Thomas Jefferson and Andrew Jackson with attention given to the ideas and events which resulted in the emergence of the nation and the development of the frontier. Prerequisite: History 209–210 or consent of instructor. Offered fall term alternate years. Three semester hours.

377. The Middle Period: 1840–1880—A survey of the core years of the Nineteenth Century in America. At the center of the course of study is the American Civil War, its causes, character, and consequences. Prerequisite: History

209–210 or consent of instructor. Offered spring term alternate years. Three semester hours.

379. The Gilded Age: 1877–1920—An examination of the nation in the midst of its industrial development and rapid population growth with specific reference to the impact of that industrialization on American culture and on the American political system. Prerequisite: History 209–210 or consent of instructor. Offered fall term alternate years. Three semester hours.

380. The United States in the Twentieth Century—An exploration of U. S. culture and society from World War I to the present. Prerequisite: History 209–210 or consent of instructor. Offered spring term alternate years. Three semester hours.

401. History and Historians—A study of the discipline of history and the role played by historians in recording, writing, and interpreting history. Prerequisite: Junior or senior standing, twelve hours of history, and consent of instructor. Offered fall term each year. One semester hour.

406. History of Islam—A study of the political, religious, social, and cultural institutions of the Islamic world from the birth of Muhammad to the modern period. Offered periodically. Three semester hours.

408. History of the Jews Since 70 A.D.—A social, cultural, theological, and political study of the Jewish people in the last two millennia. The course examines the influence and victimization of the Jews in Diaspora, giving special attention to such issues as the development of sacred texts; the rise of Christian-anti-Semitism; ghettoization and Enlightenment of European Jewry; the development of Hassidic, Reform, Conservative and Reconstruction Judaism; philo-Semitism; political anti-Semitism; Zionism; the Holocaust; the establishment and maintenance of the State of Israel; and dispensationalism. Part of a three-year cycle in European History, this course will be offered in Spring of 2002, 2005, 2008. The course can be applied to the ethnic studies requirement. Three semester hours.

431–432. Reformation of the Nineteenth Century—A study of the religious movement to restore New Testament Christianity as a basis for Christian union. Prerequisite: Humanities 101–102 and 201 or consent of instructor. History 431 offered fall term each year; History 432 offered spring term each year. Two semester hours each semester.

450. The Holocaust—A study of the destruction of Europe's Jews by the Nazis. This study covers the general topic of anti-Semitism, anti-Jewish legislation, the

implementation of the Final Solution, and the Jewish response. Offered spring term every three years. Three semester hours.

480. Seminar on Vietnam—A survey of the Vietnam era in American history. This course examines precursors in the U.S. and Southeast Asia, the Vietnam era itself, and the war's legacies to the nation and its people. Both historical and psychological issues are examined. Offered spring term alternate years. Three semester hours.

489. Directed Readings—A supervised program of readings, which provides for study of material not included in the regular course offerings. One to three semester hours.

490. Directed Studies—A program of readings and conferences, which provides for individualized study. One to three semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from semester to semester. One to three semester hours.

HUMAN PERFORMANCE AND EXERCISE SCIENCE

AREA OF PROFESSIONAL LEARNING (EDUCATION)

Associate Professor Doan
Assistant Professor Simonsen

The Human Performance and Exercise Science program supports the following goals of Milligan College:

Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major fields of study.

Students will gain an enriched quality of life through awareness of health issues appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

Students will participate in the activities of a healthy lifestyle such as intramurals, intercollegiate sports, musical and theatrical groups, student clubs, student government, and other campus-sponsored extracurricular endeavors, in preparation for life-long participation in similar activities.

Human Performance and Exercise Science provides a holistic, scholarly approach to the study of human movement. Structural and functional aspects of movement efficiency, responses of the body to sport and exercise, and issues of health-related fitness and wellness are studied. A series of core courses prepares students for careers in physical education, fitness and wellness, or exercise science. Students may choose from three concentrations based on their career goals or plans for graduate study. The skills and knowledge gained through the Human Performance and Exercise Science program allow students to pursue jobs in school, community, or industrial settings and provides a springboard into various graduate programs, including occupational therapy. Teacher licensure in Physical Education (K–12) is optional.

Students who intend to complete a bachelor's degree in human performance and exercise science and to apply for admission to the Master of Science in Occupational Therapy program should examine the list of prerequisites on Page 243.

CORE COURSES (20 HOURS)

BIOL 250 Anatomy and Physiology
HPXS 101 Fitness for Life
HPXS 271 Foundations of Wellness
HPXS 308 Measurement and Evaluation
HPXS 310 First Aid and CPR
HPXS 341 Exercise Physiology
HPXS 352 Kinesiology and Biomechanics

CONCENTRATIONS

Exercise Science (20 hrs)	**Fitness and Wellness (22 hrs)**	**Physical Education (17 hrs)**
BIOL 251	BADM 361	HPXS 204/205
CHEM 4 hrs	BIOL 251	HPXS 208
HPXS 401	HPXS 409	HPXS 300
HPXS 436	HPXS 401	HPXS 301
HPXS 491	HPXS 436	HPXS 312
	HPXS 491	HPXS 350
		HPXS 404
		HPXS 406

101. Fitness for Life—A study of the fundamentals, principles, and techniques for development of a lifestyle of wellness and fitness, following a holistic approach. The development and implementation of a personalized fitness program are included. Offered every term. One semester hour.

151. Team Sports—Active participation in such sports as football, field hockey, soccer, and volleyball. Offered fall term each year. One semester hour.

152. Team Sports—Active participation in such sports as basketball, team handball, speedball, and softball. Offered spring term each year. One semester hour.

153. Golf and Pickleball—An introduction to basic strokes and skills necessary for active participation in golf and pickleball, including game competition and the application of official rules. Offered spring term each year. One semester hour.

155. Beginning Badminton and Tennis—An introduction to basic strokes, skills, and game competition for beginning students in each of these lifetime sports. Offered fall term each year. One semester hour.

156. Intermediate Badminton and Tennis—A course focusing on the skills and techniques of play for those beyond the level of beginners. Offered spring term each year. One semester hour.

158. Snow Skiing—Instruction at a nearby ski resort. The class is divided according to level of skill, beginner to advanced. Special fee. Offered spring term each year. One semester hour.

159. Horseback Riding—Instruction at nearby stables on gaited horses and English tack, for beginners as well as intermediate and advanced riders. Special fee. Offered every term. One semester hour.

161. Archery and Racquetball—Knowledge and skill development in target archery and racquetball. Offered spring term each year. One semester hour.

199. Special Activity—Activities not offered as material in regular course offerings, but as student interest indicates. Possibilities include scuba diving, weight lifting, karate, bicycling, and others. One semester hour.

204. Swimming—A course designed for students with differing levels of swimming skills. American Red Cross certification is available through Level VII. A student majoring in Human Performance and Exercise Science may take a

proficiency exam to receive credit for this course. Offered spring term of even years. One semester hour.

205. Lifeguarding—A course designed primarily for those interested in pool and beach life-guarding. American Red Cross certification is available. Human Performance and Exercise Science 310 CPR for the Professional Rescuer certification required for lifeguard certification. Offered fall term each year. One semester hour.

208. Folk Dance and Rhythmical Activities—A study of rhythmical exercises, elementary steps, and folk dances of various countries. Appalachian mountain dances are included. Offered spring term each year. One semester hour.

270. The Science of Athletic Performance—A course designed especially for those considering coaching, providing an overview of nutritional, physiological, and biomechanical considerations. Topics are presented in the context of their impact on training and conditioning and athletic performance. Offered spring term of even years. Three semester hours.

271. Foundations of Wellness—A study of the mental, physical, and spiritual dimensions of wellness emphasizing human nutrition and current popular issues related to nutrition and supplements. Each student will complete a dietary assessment on someone from the local community. Offered spring term each year. Three semester hours.

300. Teaching Secondary School Physical Education—A study of materials and methods, skills, and techniques in teaching a secondary school curriculum. Field experience in the public schools is required. Enrollment limited to students admitted to the Professional Level of the teacher education program. Offered fall term each year. Three semester hours.

301. Teaching Individual and Dual Sports—A study of the knowledge and skills necessary to play various sports, with an emphasis on teaching techniques and the appreciation of lifetime sports. Offered fall term each year. Two semester hours.

302a. Coaching and Officiating Track and Field—A study of coaching techniques, conditioning, skills, and strategies to prepare the student for coaching this sport. Knowledge of the rules and regulations is included. Offered spring term each year. Two semester hours.

302b. Coaching and Officiating Basketball—A study of coaching techniques, conditioning, skills, and strategies to prepare the student for coaching this sport.

Knowledge of the rules and regulations is included. Offered fall term each year. Two semester hours.

302c. Coaching and Officiating Football—A study of coaching techniques, conditioning, skills, and strategies to prepare the student for coaching this sport. Knowledge of the rules and regulations is included. Offered springterm each year. Two semester hours.

302d. Coaching and Officiating Softball and Baseball—A study of coaching techniques, conditioning, skills, and strategies to prepare the student for coaching these sports. Knowledge of the rules and regulations is included. Offered fall term each year. Two semester hours.

302e. Coaching and Officiating Volleyball—A study of coaching techniques, conditioning, skills, and strategies to prepare the student for coaching this sport. Knowledge of the rules and regulations is included. Offered spring term of odd years. Two semester hours.

308. Measurement and Evaluation—A focus on the development of the knowledge, skills, and procedures necessary for testing and evaluating different populations in school, laboratory, or field settings. Prerequisite: Mathematics 213. Offered fall term each year. Three semester hours.

309. Sports Injuries—A course designed to familiarize the student with recognition and management of injuries related to sports participation. Also covered are aspects of sports medicine, conditioning, strength training, nutrition, and protective equipment. Offered spring term each year. Three semester hours.

310a. First Aid and CPR—A course focusing on training in Basic First Aid and Cardiopulmonary Resuscitation. The American Red Cross certifications are earned. Offered every term. One semester hour.

310b. CPR for the Professional Rescuer—A study of infant, child, and two-person adult CPR. This certification is a prerequisite to obtaining Red Cross Certification in Lifeguarding (HPXS 205) and should be taken concurrently. Offered fall term each year. One semester hour.

312. Introduction, History, and Philosophy of Physical Education—An introduction to the profession. Consideration is given to the pioneers in the field, to its historical development, and to the principles and philosophy that led to the modern program. Offered fall term each year. Three semester hours.

322. Psychology and Philosophy of Coaching—A study of philosophy and psychology as they apply to sport and coaching. Emphasis is placed on developing a personal philosophy of coaching which will give direction in using psychological principles in sport. Offered fall term each year. Three semester hours.

341. Exercise Physiology—A study of the physiological and biochemical responses of the human body to exercise. The basic concepts of physiology are applied to sports performance, personal wellness, and aging. Prerequisite: Biology 250. Offered fall term each year. Four semester hours.

350. Teaching Elementary School Physical Education—A study of materials and methods, skills and techniques, for teaching physical education in elementary schools. A field experience in an elementary school is required. Enrollment is limited to HPXS students admitted to the Professional Level of the teacher education program (or permission of instructor). Offered Spring 2002, then every fall thereafter. Three semester hours.

351. Health Education—A study of the principles and practices of health education. Emphasis is placed on methods and techniques for teaching. Fieldwork is required. Enrollment limited to HPXS students admitted to the Professional Level of the teacher education program. Offered each term. Three semester hours.

352. Kinesiology and Biomechanics—An introduction to the study of the internal and external forces which act on the human body and the effects these forces produce, with special emphasis on the musculo-skeletal system, its development, and its involvement during movement. Prerequisite HPXS 341. Offered spring term each year. Four semester hours.

401. Research and Computer Applications—An investigation of research techniques and methods used in various types of research and an introduction to science-based databases. This course culminates in the presentation of a research proposal. Prerequisite: Mathematics 213. Offered spring term of odd years. Three semester hours.

404. Organization and Administration of Health and Physical Education—A study of school problems, including curriculum development, program organization and supervision, and intramural and inter-school athletics. Offered spring term each year. Three semester hours.

406. Adaptive Physical Education—A study of normal and abnormal growth and development of persons with disabilities. Teaching techniques, programs, and

services for each disability are presented. Practical experience is expected as part of the course. Offered fall term of odd years. Three semester hours.

409. Recreational Leadership and Outdoor Education—A study of the administration and leadership of recreational activities and outdoor educational pursuits. The course includes experience in such activities as camping, hiking, mountain climbing, and orienteering with limited practical application. Each student designs a weekend outdoor activity/retreat. Offered spring 2001; thereafter fall term each year. Three semester hours.

436. Exercise in Health and Disease—A study of the relationship of exercise to the components of wellness and healthy lifestyles, including an in-depth look at the interrelationship of exercise with coronary heart disease, obesity, and nutrition. Exercise prescription for the healthy and diseased is explored. Prerequisite: HPXS 341. Offered fall term each year. Three semester hours.

440. Health and Physical Education Methods—Reading, discussion, and application of fitness and health concerns of children, Kindergarten through Grade Eight. The course includes instruction and practice related to physical activity and rhythmical activities. Emphasis is on integration of health and physical education topics and activities into the school curriculum, grades K–8. Enrollment is limited to students admitted to the Professional Level of the teacher education program. Not for HPXS students. Offered fall term each year. Three semester hours.

HUMANITIES

AREA OF HUMANE LEARNING

Professors Knowles, L. Magness, and P. Magness
Associate Professors Cook, Dillon, Farmer, Helsabeck, and Thomas
Assistant Professors Kiser, LeRoy-Frazier, Ross, and Shields

The Humanities major supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts. . . .
>
> Students will gain an enriched quality of life through . . . appreciation for the arts . . . and preparation for graduate studies and a rewarding career or profession.

The purpose of the major in Humanities is to allow students to pursue an interdisciplinary course of study. Although the major is not structured as a prevocational course, it does provide a broad undergraduate education from which a student can move into several graduate programs including law or into teaching. It focuses upon the great ideas that have shaped history and created contemporary civilizations.

Graduates with a major in Humanities will demonstrate the ability to (1) plan, create, and carry out an interdisciplinary major in the Humanities designed to meet individual interests and career goals; (2) design and carry out an extensive interdisciplinary research or creative project under the guidance of a faculty committee recruited by the student; (3) make connections between academic disciplines and between those disciplines and their Christian faith.

Requirements for the Humanities major are twenty-four hours of junior and senior level course work, including at least three hours of Humanities 490, and approved courses from among the disciplines of history, literature, philosophy, fine arts, foreign language, and Bible. A few selected 200 level courses have also been approved for inclusion in this major; the Humanities advisers have a listing of the specific courses. The Humanities major is available only as a Bachelor of Arts degree; therefore, foreign language through the intermediate level is required.

Humanities majors may pursue middle grades teaching licensure by adding the Educational Studies: Middle Grades minor and required professional education course work. Students in this program should select their courses from the disciplines of literature, history, fine arts, foreign language (Spanish or French only), and Bible. The specific course of study will be determined in collaboration with the advisers in Humanities and teacher education.

Each student who selects a major in Humanities works with an adviser, usually the Director of Humanities, to design a program to meet the needs and desires of the individual student. The student working with an advisory committee plans the Humanities 490 course.

Students with a Humanities major are encouraged to fulfill requirements for a minor from the disciplines of Bible, English, fine arts, foreign language, history, philosophy, or educational studies. However, students who choose a minor in other fields may still select a major in Humanities. There is no Humanities minor.

091. College Reading and Study Skills—An integrated approach to college-level reading and study strategies, including concentration, comprehension, note-taking, test-taking, and time management, designed to accompany Humanities 101 and

102. Not applicable toward the 128 hours required for a degree. Offered every term. Two semester hours.

093. Fundamental College Writing—A course providing extra instruction for students who demonstrate writing skills below the college level. The course includes work in basic sentence structure, paragraph structure, and grammar. Students also practice organizing and developing essays. Not applicable toward the 128 hours required for a degree. Offered every term. One semester hour.

101–102. Humanities—An interdisciplinary course involving extensive reading in history, literature, philosophy, and fine arts, as well as concentrated work in composition. Special attention is given to instruction in writing and to the history of civilization from prehistory to the Eighteenth Century, taking an integrated approach to learning. Humanities 101 offered fall term each year. Humanities 102 offered spring term each year. Six semester hours each semester.

111. Humanities: The Ancient Near East and Classical Greece—An interdisciplinary study of the history, literature, philosophy, and fine arts of western culture to 336 B.C. Emphasis is placed on texts considered classics in the western tradition. Open to students in special Adult Education programs and transfer students needing fewer than twelve hours to complete their humanities requirements. Offered fall term alternate years. One to three semester hours.

112. Humanities: The Hellenistic World, Ancient Rome, and the Middle Ages—An interdisciplinary study of the history, literature, philosophy, and fine arts of western culture from 336 B.C. to 1300. Emphasis is placed on texts considered classics in the western tradition. Open to students in special Adult Education programs and transfer students needing fewer than twelve hours to complete their humanities requirements. Offered spring term alternate years. One to three semester hours.

113. Humanities: The Late Middle Ages, Renaissance, and Reformation—An interdisciplinary study of the history, literature, philosophy, and fine arts of western culture from 1300 to 1563. Emphasis is placed on texts considered classics in the western tradition. Open to students in special Adult Education programs and transfer students needing fewer than twelve hours to complete their humanities requirements. Offered fall term alternate years. One to three semester hours.

114. Humanities: The Late Renaissance and Seventeenth Century—An interdisciplinary study of the history, literature, philosophy, and fine arts of western culture from 1563 to 1715. Emphasis is placed on texts considered

classics in the western tradition. Open to students in special Adult Education programs and transfer students needing fewer than twelve hours to complete their humanities requirements. Offered spring term alternate years. One to three semester hours.

200. Humanities European Study Tour—A study tour of ten European countries. Visits are made to sites of both historical and cultural significance. In addition to the travel, students complete reading and writing assignments and fulfill all the academic obligations outlined by the tour professor. Humanities 200 may be taken in lieu of Humanities 201 or 202. Students who have completed the required Humanities sequence may petition for credit in art or history. Prerequisite: Humanities 101-102. Offered every summer. Six semester hours.

201–202. Humanities—A continuation of the program of Humanities 101–102 from the Eighteenth Century through the Twentieth Century. World literature, philosophical themes, and artistic movements are given special emphasis. Humanities 201 offered fall term each year; Humanities 202 offered spring term each year. Six semester hours each semester.

Note: Humanities 101–102 is a required course of study for all freshmen working toward a B.A., B.S., or B.S.N. degree. Humanities 201–202 is a required course of study for all sophomores working toward a B.A., B.S., or B.S.N. degree. Once a student enrolls in the daytime program at Milligan College, still needing humanities courses as part of the core, those courses must be taken at Milligan College.

285. Japanese Literature (in translation)—A study of the character and culture of the Japanese people by analyzing their society and history through readings of 20th-century Japanese fiction. (Readings are by Japanese authors in English translation.) Offered spring term alternate years. Three semester hours.

290. Independent Study—Individual study to enable the student either to study material not in the curriculum or to facilitate an individualized approach in a field not now covered in a single course. Not open to freshmen. One to three semester hours.

490. Reading and Research in Humane Learning—An individualized course of study to be determined by the student and an advisory committee. At least three hours of Humanities 490 will be required for every humanities major. Students writing an undergraduate thesis in humanities may be allowed up to twelve semester hours of Humanities 490. One to six semester hours per semester.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from semester to semester. One to three semester hours.

HUMANITIES AFFILIATE PROGRAM: FOREIGN LANGUAGES

AREA OF HUMANE LEARNING

Professor Higgins
Associate Professor Woolard

The Affiliate Programs in Humanities permit a student majoring in humanities to specialize in a foreign language. Students can meet teacher licensure requirements at the secondary level in French or Spanish. (For further information, see the section on French or Spanish.)

The courses for the French and the Spanish affiliate majors are listed below:

French

French 301, 302	Advanced Conversation and Composition	6 hrs
French 311, 312	Survey of French Literature	6 hrs
French 401, 402	French Civilization and Culture	6 hrs
English 312	Introduction to Linguistics	3 hrs
Humanities 490	Readings and Research	3 hrs
Total		24 hrs

An extensive language experience in the United States or abroad (approved by the Foreign Language Coordinator) must be included in the major.

Spanish

Spanish 301, 302	Advanced Conversation and Composition	6 hrs
Spanish 311, 312	Survey of Spanish Literature	6 hrs
Spanish 401, 402	Spanish Civilization and Culture	6 hrs
English 312	Introduction to Linguistics	3 hrs
Humanities 490	Readings and Research	3 hrs
Total		24hrs

An extensive language experience in the United States or abroad (approved by the Foreign Language Coordinator) must be included in the major.

LATIN

AREA OF HUMANE LEARNING

Assistant Professor Shields

Latin is offered through the intermediate level.

111–112. Elementary Latin—Basic Latin grammar and vocabulary. Graded Latin readings to prepare students for reading the Latin classics. Latin 111 offered fall term when demand is adequate; Latin 112 offered spring term when demand is adequate. Three semester hours each semester.

211–212. Intermediate Latin—Advanced grammar study incidental to extended reading in the classics: Caesar, Cicero, Ovid, Vergil, Sallust. Latin 211 offered fall term when demand is adequate; Latin 212 offered spring term when demand is adequate. Three semester hours each semester.

LEGAL STUDIES

AREA OF PROFESSIONAL LEARNING (BUSINESS)

Assistant Professor Peacock

The Legal Studies minor supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the social sciences, and to understand a significant body of material in their major field of study.
>
> Students will gain an enriched quality of life through stewardship of resources and preparation for graduate studies and a rewarding career or profession.

The minor in Legal Studies is designed for students interested in acquiring a deeper understanding of the modern legal system. It is ideally suited for those students interested in attending law school and/or pursuing a career in the legal profession.

A minor in Legal Studies consists of Legal Studies 110, 202 and 420. Additionally, students must complete nine hours of electives chosen from the following: Legal Studies 203, 210, 304, 321, 322, 340, 355, 403, 490 and 495.

110. Legal Reasoning and Analysis—A detailed study of judicial decision-making and its relationship to the handling of disputes at different levels of the legal structure and various stages of the legal process. Using case-law materials, the techniques of legal reasoning and styles of legal thinking, along with the ways in which judicial decisions are able to respond to the demands of social change are investigated. Consideration is given to techniques of reading legal texts, strategies of interpretation, legal reasoning, decision-making, and persuasion. Offered fall term alternate years. Three semester hours.

202. American National Government—A survey of the principles of the American federal system and a study of the structure and function of the national government. Offered fall term alternate years. Three semester hours.

203. State and Local Government—A study of the structure and function of state and local governments in the United States and the political environment in which they exist. Prerequisite: Legal Studies 202. Offered spring term alternate years. Three semester hours.

210. Legal Research and Writing—An introduction to basic legal research and writing, using a combination of readings, workshops, practice assignments, and a comprehensive exercise. Students will access statutes, cases, regulations, and secondary sources utilizing both traditional and computerized research methods. Research assignments culminate with a challenging project addressing several issues of law with the results presented in a legal memorandum. Offered fall term alternate years. Three semester hours.

304. Government and Business—A survey of governmental regulation of commercial activity and the economic and political effects of such regulation. Topics include administrative law, environmental regulation, antitrust law, employment law, consumer protection, securities regulation, and international law. Offered spring term alternate years. Three semester hours.

321. Business Law I—A study of the legal system with an introduction to legal concepts in the areas of the American court system, criminal law, torts, strict liability, intellectual property, contracts, agency, and business organizations. Emphasis is placed upon the application of these legal principles to commercial transactions. Offered fall term each year. Three semester hours.

322. Business Law II—A study of the Uniform Commercial Code with an introduction to the legal concepts in the areas of sales, negotiable instruments, and secured transactions. Additional topics include bankruptcy, insurance, and property law. Emphasis is placed upon the application of these legal principles to commercial transactions. Offered spring term each year. Three semester hours.

340. Business Organizations—A consideration of the various forms of business organizations including principal-agent relationships, sole proprietorships, partnerships, limited partnerships, limited liability companies, and corporations. Included is a thorough examination of what is involved in the creation, management, and dissolution of such business relationships. Offered spring term alternate years. Three semester hours.

355. Criminal Law and Procedure—A broad introduction to the American criminal justice system. Topics include how crimes are legally defined, legal defenses, and Constitutional limitations. The three major components of the criminal justice system will be examined: law enforcement, the judicial system, and corrections. In particular, the focus will be on each component's relationship to substantive and procedural law. Offered fall term alternate years. Three semester hours.

403. American Constitutional Law—A survey of the historical development of the American Constitution with emphasis on the role of the judicial branch of the government as arbiter in determining the respective limits on national and state power, in protecting the individual against that national and state activity which offends the Bill of Rights and other constitutional guarantees of liberty and property, and in securing civil rights. Selected court cases will be studied. Offered spring term alternate years. Three semester hours.

420. Law and Christianity—A study of the relationship that exists between Christianity and the law. Students will examine the issues of how human laws relate to God's laws, the foundational principles of a Biblical jurisprudence, the nature of responsibility and punishment, mercy and judgment. Attention will be paid to whether law can truly considered a calling and the unique responsibility Christian legal professionals have in society. Offered spring term alternate years. Three semester hours.

491. Internship—A supervised field work in various law offices and legal agencies, designed to give the student broad exposure and initial practical competencies. Three to six semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research and writing in areas not included in the regular course offerings. Topics considered vary from semester to semester. One to three semester hours.

MATHEMATICS

AREA OF SCIENTIFIC LEARNING

Associate Professors Glover and Shirley
Assistant Professor Nidiffer

The mathematics major supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major field of study.
>
> Students will gain an enriched quality of life through awareness of health issues, appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

The major is designed for students interested in careers in mathematics, teaching, and industry. It will prepare students for employment in government or industry, teaching in high schools or middle schools, or for graduate study in mathematics.

Graduates with a major in mathematics are expected to (1) demonstrate proficiency in the core areas of knowledge in mathematics which includes calculus (analysis), algebra, and logic; (2) demonstrate analytical thinking and problem solving skills relevant to the analysis of abstract mathematical ideas and the solving of applied mathematical problems; (3) demonstrate oral and written communication skills necessary to convey abstract mathematical ideas clearly to their peers and others who require such information; (4) acquire the knowledge and skills necessary for a variety of careers which use mathematics as well as receive preparation sufficient for further study in mathematics.

For a Bachelor of Arts in mathematics, the major consists of thirty semester hours, which must include Mathematics 211, 212, 301, 303, 307, 495, and nine additional hours of math courses at the 200 level or above. Within one semester of completing the core courses, Mathematics 211, 212, 301, and 307, students must take and pass a core exam. The core exam will cover material from each of

the five core courses. Credit may not be received for both Mathematics 213 and 314.

For a Bachelor of Science in mathematics, the major consists of thirty-six semester hours, which must include Mathematics 211, 212, 301, 303, 307, 495, and fifteen additional hours of math courses at the 200 level or above. Within one semester of completing the core courses, Mathematics 211, 212, 301, and 307, students must take and pass a core exam. The core exam will cover material from each of the five core courses. In addition, competency in a structured computer language is required for students majoring in mathematics. Credit may not be received for both Mathematics 213 and 314.

A minor in mathematics requires Mathematics 211, 212, 303, and six additional hours at the 200 level or above.

The secondary mathematics teacher licensure program includes Mathematics 211, 212, 213, 214, 301, 303, 304, 307, 308, 309, and 495. Students may also major in Mathematics with an Educational Studies: Middle Grades minor and pursue middle grades licensure through the M.Ed. program. (See program of study, Page 164.)

090. Developmental Mathematics—A review of basic arithmetic and an introduction to beginning topics in algebra. This course attempts to build connections between arithmetic and algebra and to ease the transition to a class in College Algebra or other college level work. It also includes topics in beginning statistics and geometry. It is not applicable toward the 128 hours required for a degree. Students are not allowed to withdraw from Mathematics 090. Offered fall term each year. One semester hour.

107. Principles of Mathematics—An introduction to a variety of mathematical fields including analysis, algebra, probability and statistics, logic, number theory, and topology, together with an analysis of some of the major contributions mathematics has made to civilization. Offered fall term each year. Three semester hours.

111. College Algebra I—A study of algebraic methods; the natural numbers, the integers, the rationals, and the real numbers; algebraic expressions including polynomials, rational expressions, exponents and radicals, equations and inequalities; and function theory including domain, range, composition, inverses, and graphing techniques. Offered fall term each year. Three semester hours.

112. College Algebra II and Trigonometry—A continuation of Mathematics 111 including the study of exponential and logarithmic functions, vectors, and complex numbers. Also included is an in-depth presentation of trigonometric functions: their values, graphs, inverses, and identities; with application to triangles, circles, and some mechanics. Prerequisite: Mathematics 111 or equivalent. Offered spring term each year. Three semester hours.

153. Fundamental Concepts I—Not available to math majors or minors. A study of the real number system and its field properties, as well as a study of elementary geometry. As tools for the development of topics, a study is also made of set theory and various numeration systems. Emphasis is placed on problem solving, knowledge of the metric system, and creative use of the calculator in the classroom. Appropriate teaching strategies for each of the above will be introduced. This course is appropriate only for students in middle grades and early childhood education programs. Offered fall term each year. Three semester hours.

211. Calculus I—A study of functions, limits, derivatives, and integrals including their definition, calculation, and application. Prerequisite: Mathematics 112 or equivalent. Offered fall term each year. Four semester hours.

212. Calculus II—A study of transcendental functions, their differentiation and integration, formal integration, the conics, Taylor's formula, and infinite series. Prerequisite: Mathematics 211. Offered spring term each year. Four semester hours.

213. Statistics—A study of data analysis and statistical inference. Topics include descriptive statistics, an introduction to probability, continuous and discrete random variables, probability distributions, basic sampling techniques, confidence intervals, hypothesis testing with small and large samples, linear regression and correlation, and an introduction to the analysis of variance. Prerequisite: High school algebra or equivalent. Offered every term. Three semester hours.

214. Discrete Mathematics—A study of discrete mathematical structures such as sets, permutations, relations, graphs, and finite state machines as well as a variety of mathematics used to study these structures including recursion, induction, counting, algorithms, and finite calculus (difference equations). This course is especially recommended for those whose major or minor is either computer information systems or computer science. Offered spring term alternate years. Three semester hours.

253. Fundamental Concepts II—Not available to math majors or minors. An introductory study in logic, probability, statistics, and elementary algebra, together with appropriate teaching strategies for each of these. This course is appropriate for students in middle grades and early childhood education programs. Offered spring term each year. Three semester hours.

290. Independent Study—Individual study to enable the student either to study material not in the curriculum or to facilitate an individualized approach in a field not now covered in a single course. Not open to freshmen. One to three semester hours.

301. An Introduction to Mathematical Logic—A study of propositional logic in abstract mathematics and an introduction to the basic structures of modern mathematics including set theory, cardinality, induction, relations, and functions, with particular emphasis on the reading and writing of proofs. Prerequisite: Mathematics 212 or consent of instructor. Offered spring term each year. Three semester hours.

303. Multivariable Calculus—A study of three dimensional analytic geometry, curves, calculus of functions of several variables, line integrals, and differential equations. Prerequisite: Mathematics 212. Offered fall term each year. Four semester hours.

304. Modern Geometry—A study of axiomatic systems, logic, Euclidean and non-Euclidean geometries from a historical viewpoint. Euclidean incidence, betweenness, congruence, and separation are studied along with models for non-Euclidean geometries and their impact on mathematical thought. Recommended for prospective teachers of mathematics. Offered fall term alternate years. Three semester hours.

307. Linear Algebra—A study of vector spaces, matrices and linear systems, determinants, inner products, and linear transformations. Prerequisite: Mathematics 212. Offered fall term alternate years. Three semester hours.

308. Modern Algebra—A study of algebraic structures such as rings, fields, groups, and integral domains. Recommended for math majors. Prerequisite: Mathematics 301. Offered spring term alternate years. Three semester hours.

309. Differential Equations—A study of the differential equations, their meaning, types of solutions, and uses. Recommended for math majors and minors interested in chemistry and applied math. Prerequisite: Mathematics 303 and 307. Offered spring term each year. Three semester hours.

310. Topology—A study of open sets, closed sets, functions, continuity, compactness, connectedness, product spaces, and homemorphism. Prerequisite: Mathematics 301. Offered spring term upon demand. Three semester hours.

314. Probability and Statistics I—A study of probability distributions and inferential as well as descriptive statistics. Topics such as frequency tables, measures of central tendency and dispersion, confidence intervals, and tests of hypothesis are included. Prerequisite: Mathematics 303. Offered fall term alternate years. Three semester hours.

315. Probability and Statistics II—A continuation of Mathematics 314 which includes an introduction to decision theory, estimation, and hypothesis testing, as well as a discussion of ANOV, non-parametric methods, and other tests. In addition, the course will include an introduction to computer based statistical packages. Prerequisite: Mathematics 314. Offered spring term alternate years. Three semester hours.

351. Mathematical Modeling—A survey of the construction and development of mathematical models used in science and industry. The mathematics developed contributes to an understanding of the model as well as the associated scientific problem that is approximate. Prerequisites: Mathematics 307 and 309. Offered spring term upon demand. Three semester hours.

353. Math Methods—A study of the presentation of calculation skills and applied mathematics problem solving appropriate to upper elementary and middle grades classrooms (Grades 5–8). Remediation strategies and substantial field experience are included. Enrollment is limited to students admitted to the Professional Level of the teacher education program. Offered spring term each year. Two semester hours.

408. Numerical Analysis—A study which enables one to write mathematical processes such as integration, differentiation, matrix inversion, and estimation of roots, with arithmetic operations. Study includes orientation toward machine computation. Prerequisites: Mathematics 307 and 309 and a computer language. Offered fall term alternate years. Three semester hours.

411. Introduction to Real Analysis—A study of the algebraic and topological properties of the real numbers, functions of a real variable, continuity, differentiation, convergency of sequences of functions, Lebesque measure and integration, Riemann-Stieltjes integration, and general measures. Prerequisite: Mathematics 310. Offered fall term upon demand. Three semester hours.

490. Independent Study—Individual work in mathematics under the direct supervision of an instructor. Prerequisite: twenty-four hours of mathematics and consent of the instructor. Offered upon demand. One to three semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from semester to semester. Offered fall term alternate years. One to three semester hours.

MISSIONS

AREA OF BIBLICAL LEARNING

Professors Higgins, L. Magness, and R. D. Roberts
Associate Professors Beck and Helsabeck
Assistant Professors Heard, Matson, and Miller

Missions service to the global church has always been central to the educational mission and purpose of Milligan College, whether that service takes place locally or in more distant regions of the world. For persons whose primary commitment is to the mission mandate of the church, the College "provides opportunities for education in Bible . . ." which are "shaped by a Christian world view." The Missions Program is directly tied to the following College objectives as it 1) strengthens students in their "Positive, Personal Christian Faith That Jesus is Lord and Savior" through class studies and interactions with the College community; 2) deepens their "Commitment to Follow the Teachings of the Christian Scripture in One's Personal and Social Ethics" by challenging them to play a personal role in responding to the missions mandate of the church; 3) cultivates their "Capacity to Recognize and Assume Responsibility in Society" when they encounter missionaries on furlough via the College's Visiting Missionary program, participate in short-term missions trips, complete the required internship, and in other ways encounter the needs of the world; and 4) refines their "Knowledge, Meaning, and Application of Sound Scholarship" when they examine and analyze both their faith and their knowledge of the world via classes and more informal campus activities.

The Missions Program is designed primarily to prepare people for missions' leadership ministry in the church. For this reason, its strength has long resided in its interdisciplinary structure, offering students a wide diversity of missions options via examples from church history, more contemporary situations, and internship placements. The program has its foundations in Bible and Christian Ministries course work since an understanding of the universe and one's own place in it is predicated upon an understanding of God's purposes as revealed in

the scriptures. However, because effective missionary ministry also entails an understanding of human nature, the Missions Program incorporates a solid foundation in the social sciences. It is this unique combination of the two disciplines—Bible and sociology—which comprises the core of the Missions Program.

Milligan College expects those who are graduates of the Missions Program to 1) be prepared for service in a missions leadership role in the church; 2) be able, in culturally appropriate ways, to prepare and preach sermons or teach lessons which have solid scriptural content; 3) have a good foundation in biblical, church historical, social, and practical studies for lifelong learning; 4) be well-prepared to pursue seminary or graduate education; and 5) be a good Christian example of a missions-minded student of scripture. Emphases of spiritual dependence upon God, solid academic study including serious study of the Bible and the Social Sciences and practices of both integrity and effectiveness highlight the lives of those persons who complete the Missions Program.

The Missions program leads to the B.A. degree, which requires the study of a foreign language through the intermediate level. Because it is interdisciplinary in nature, the Missions program curriculum includes both a major and a minor. Furthermore, students who wish to add to this program may, in consultation with their faculty advisers and respective faculty chairs, work toward a double major and/or a double minor. A total of 50 or 51 hours is required to complete the Missions Program. In addition to the Bible courses required of all students (Bible 123, 124 and 471), the program requires six hours of New Testament courses; six hours of Old Testament courses; History 341–342 and 431–432; Christian Ministries 250–253, 270, 271, and 491; and Sociology 210 and fifteen additional hours of Sociology selected from 303, 314, 360, 401, 421, and 461 (or approved Bible/Ministry and Sociology electives).

The Missions minor consists of twenty-four hours of course work in Bible, Christian Ministries, and Sociology. The courses for the minor are Bible 201, 202, 251, 303; Christian Ministries 250–253 (two hours), 270 or 271, and 490 (one hour); Sociology 210; and three elective hours from Christian Ministries 270 or 271, 273, or any Bible course on the 300 or 400 level.

MUSIC

AREA OF PERFORMING, VISUAL, AND COMMUNICATIVE ARTS

The purpose of the music program is to provide training for students seeking careers in music and to promote understanding and enjoyment of music in the College at large. Students may major or minor in music, or simply elect music courses to enrich their quality of life. Details of music requirements may be found in the *Music Student Handbook.*

Areas of applied music offered at Milligan College include voice, piano, guitar, organ, brass, and orchestral instruments. All areas of applied study are available to all students at Milligan College.

Choral ensembles include Concert Choir, Chamber Singers, and Milligan Singers. Instrumental ensembles include Chamber Orchestra, Jazz Ensemble, Civic Band (performance with the Johnson City Civic Band), Orchestra (performance with the Johnson City Symphony Orchestra), electronic Keyboard Ensemble, Handbell Choir, Flute Choir, Early Music Ensemble, and Beginning String Ensemble. All ensembles are open to the entire Milligan College community. Some require an audition.

MUSIC—GENERAL MUSIC STUDIES

Professor Runner
Associate Professors Simerly and Wakefield
Assistant Professors Brown and Eastridge

The General Music Studies major supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts … and to understand a significant body of material in their major fields of study.

The General Music Studies curriculum is designed for the student planning a career in jazz studies, applied study, or fine arts. Students who select this major may wish to teach music privately in a studio or pursue a college teaching career, a performing career, or a music-related career in communications. This degree is not a substitute for either a music education degree or a music ministry degree.

Graduates with a major in General Music Studies are expected to contribute positively to the musical life of his/her community. Graduates are expected to demonstrate competency in music theory, musical heritage, and performance.

The General Music Studies major leading to the Bachelor of Arts degree consists of 46–49 hours of course work as follows: thirty-four to thirty-seven hours of music core which consists of three semesters of study in music theory and ear training (Music 143, 144, and 243), one semester of music history (Music 265), one semester of conducting (Music 363), an ensemble for six semesters, and applied music distributed as follows: a principal area of concentration for a minimum of five semesters, attaining Level V, and a secondary area of concentration for a minimum of three semesters, attaining Level III.

The General Music Studies major must choose one of the following tracks: Fine Arts, Jazz Studies, or Applied Study. Each track carries required courses, in addition to the General Music Studies core listed above. The Fine Arts track requires completion of Theatre 242, Art 237, Art 250, and Music 263. The Jazz Studies track requires completion of Music 211, 321, 366, and 490, along with two to three credit hours from the following options: Music 345, 348, an additional ensemble, or applied study. The Applied Study track requires completion of Music 244, 408, three additional semesters of the principal area of concentration applied study (attaining Level VIII), and either vocal, strings, or piano pedagogy. Completion of a foreign language through the intermediate level is required.

The General Music Studies minor consists of twenty-two or twenty-four hours, including two semesters of music theory and ear training (Music 143, 144), one semester of music history (Music 265), one semester of conducting (Music 363), an ensemble for at least four semesters, and applied music study distributed as follows: a principal area of concentration for a minimum of four semesters (attaining Level IV) and a secondary area of concentration for a minimum of two semesters (attaining Level II).

Applied music study for the General Music Studies major and minor may be in voice, piano, organ, guitar, brass, or an orchestral instrument. Either the principal or the secondary applied area for the General Music Studies major and minor must be piano, unless Level III in piano is demonstrated for the major and Level II for the minor.

Participation in Milligan Singers or Concert Choir fulfills the ensemble requirement for students whose principal applied area is voice or keyboard. Participation in Johnson City Civic Band, East Tennessee State University Band, or Johnson City Symphony Orchestra fulfills the ensemble requirement for

students whose principal applied area is a percussion, brass, or woodwind instrument. Participation in Johnson City or Kingsport Symphony Orchestras, as well as Milligan College Chamber Orchestra, fulfills the ensemble requirement for students whose applied area is a stringed instrument. Participation in more than one ensemble in the same semester counts as one semester of the ensemble requirement completed.

Concert and recital attendance is required of the General Music Studies major for eight semesters, and of the minor for four semesters. Failure to meet all recital attendance requirements results in a five percent reduction in every music class grade for the semester.

MUSIC EDUCATION

Professor Runner
Associate Professors Simerly and Wakefield
Assistant Professors Brown and Eastridge

The Music Education major supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts … and to understand a significant body of material in their major fields of study.

The Music Education curriculum is designed as an interdisciplinary program for the student planning a career in teaching music. Candidates are trained in voice or an orchestral instrument, piano, conducting, and in the materials and methods of elementary and high school music education. Students are trained in educational applications of computer and digital keyboard technology. Opportunities for field work in area schools, including directed teaching, broaden the student's education. Licensure is K–12 vocal and general.

Graduates with a major in Music Education are expected to contribute positively to the musical life of his/her community. Graduates are expected to fulfill responsibilities of music education in grades K–12.

The Music Education major leading to the Bachelor of Arts degree consists of 57–64 hours of course work as follows: forty-nine to fifty-two hours of music core, which consists of five semesters of study in music theory and ear training (Music 143, 144, 243, 244, 348), two semesters of conducting (Music 363, 364), two semesters of music history (Music 367, 368), an ensemble for at least six semesters, and applied music study distributed as follows: a principal area of

concentration for a minimum of seven semesters (attaining Level VII) and a secondary area of concentration for a minimum of three semesters (attaining Level III).

The Music Education major must choose either the Instrumental or Choral track. The Instrumental major must complete Music 271, 272, and 450. The Choral major must complete Music 255 and 452. Both must complete Music 451. Completion of a foreign language through the intermediate level is required.

Students electing the B.A. degree in music education must also complete the requirements for teacher licensure in music education, grades K–12. Students must complete the following Education requirements: Education 150, 152 (or Music 211), 231, 408, 455, and 460. This includes student teaching: K–12 practicum and the capstone seminar that will be completed in an additional semester of study. This degree requires nine semesters of study.

Applied music study for the Music Education major may be in voice, piano, organ, guitar, brass, or an orchestral instrument. Either the principal or the secondary applied area for the Music Education major must be piano unless Level III in piano is demonstrated.

Participation in Milligan Singers or Concert Choir fulfills the ensemble requirement for students whose principal applied area is voice or keyboard. Participation in Johnson City Civic Band, East Tennessee State University Band, or Johnson City Symphony Orchestra fulfills the ensemble requirement for students whose principal applied area is a percussion, brass, or woodwind instrument. Participation in Johnson City or Kingsport Symphony Orchestras, as well as Milligan College Chamber Orchestra, fulfills the ensemble requirement for students whose applied area is a stringed instrument. Participation in more than one ensemble in the same semester counts as one semester of the ensemble requirement completed. Ensemble participation cannot occur during Student Teaching: K–12 Practicum (Education 455).

Concert and recital attendance is required of the Music Education major for eight semesters, except during Student Teaching: K–12 Practicum (Education 455). Failure to meet all recital attendance requirements results in a five percent reduction in every music class grade for the semester.

MUSIC MINISTRY

Professors L. Magness, R. D. Roberts, and Runner
Associate Professors Simerly and Wakefield
Assistant Professors Brown, Eastridge, Heard, Matson, and Miller

The Music Ministry major supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts … and to understand a significant body of material in their major fields of study.

The Music Ministry curriculum is designed as an interdisciplinary program for the student planning a career in ministry in congregations in which they must use skills in ministry and music. Candidates are trained in voice or an orchestral instrument, piano, conducting, and building graded choir programs for all ages. Opportunities for fieldwork in local churches broaden the student's musical and spiritual education while helping local congregations build their music programs.

Graduates with a major in Music Ministry are expected to contribute positively to the musical life of his/her community. Graduates are prepared to fulfill responsibilities of a full-time ministry in a church.

The Music Ministry major leading to the Bachelor of Arts degree consists of 62–66 hours of course work as follows: forty-nine to fifty-two hours of music core which consists of five semesters of study in music theory and ear training (Music 143, 144, 243, 244, 348), two semesters of conducting (Music 363, 364), two semesters of music history (Music 367, 368), an ensemble for at least six semesters, and applied music study distributed as follows: a principal area of concentration for a minimum of seven semesters (attaining Level VII) and a secondary area of concentration for a minimum of three semesters (attaining Level III).

The Music Ministry major must also complete Music 369, 453, 454, and one semester of Music 491 (two or three semester hours). Christian Ministry 273 must also be completed, as well as four semesters of Christian Ministries 250, 251, 252, 253 Practical Ministries Colloquium (½ credit per semester). Completion of a foreign language through the intermediate level is required.

The Music Ministry minor consists of twenty-four or twenty-six hours which includes two semesters of music theory and ear training (Music 143, 144), one semester of music history (Music 265), one semester of conducting (Music 363), one semester of hymnology (Music 369), one semester of practicum (Music 491) for one semester hour, an ensemble for at least four semesters, and applied music study distributed as follows: a principal area of concentration for a minimum of three semesters (attaining Level III) and a secondary area of concentration for a minimum of two semesters (attaining Level II).

Applied music study for the Music Ministry major and minor may be in voice, piano, organ, guitar, brass, or an orchestral instrument. Either the principal or the secondary applied area for the Music Ministry major and minor must be piano, unless Level III in piano is demonstrated for the major; Level II for the minor.

Participation in Milligan Singers or Concert Choir fulfills the ensemble requirement for students whose principal applied area is voice or keyboard. Participation in Johnson City Civic Band, East Tennessee State University Band, or Johnson City Symphony Orchestra fulfills the ensemble requirement for students whose principal applied area is a percussion, brass, or woodwind instrument. Participation in Johnson City or Kingsport Symphony Orchestras, as well as Milligan College Chamber Orchestra, fulfills the ensemble requirement for students whose applied area is a stringed instrument. Participation in more than one ensemble in the same semester counts as one semester of the ensemble requirement completed. Ensemble participation cannot occur during Practicum in Music Ministry (Music 491).

Concert and recital attendance is required of the Music Ministry major for eight semesters, except during Practicum in Music Ministry (Music 491). Failure to meet all recital attendance requirements results in a five percent reduction in every music class grade for the semester.

041. Basic Music Reading Skills—A study of the basic fundamentals of music. Must be taken by freshman who lack basic music reading skills and are not ready to enroll in Music 143. Not applicable toward any major or minor. Offered fall term each year. Two semester hours.

100. Applied Study—Voice—Individual instruction in singing. Open to all students. Offered every term. Two semester hours (one hour lesson per week) for music majors whose principal area of concentration is voice. One semester hour (one-half hour lesson per week) for all other students.

101, 102, 201, 202. Piano as a Secondary Concentration—Applied study for non-piano music majors and minors. Preparation toward attainment of Level III(music majors), or Level II (music minors). Music majors must play a jury and also perform in at least one student recital. Two class meetings and one lab per week. Music 101 and 201 offered fall term each year; Music 102 and 202 offered spring term each year. Two semester hours.

103. Voice Class—Introductory course designed for beginning elective vocal students. Course will cover vocal production, diction, repertoire, international phonetic alphabet, and performance. Offered every term. One semester hour.

104. Applied Study—Piano—Individual instruction in piano. Open to all students. Offered every term. Two semester hours (one hour lesson per week) for music majors whose principal area of concentration is piano. One semester hour (one-half hour lesson per week) for all other students.

105. Applied Study—Organ—Individual instruction in organ. Open to all students. Offered every term. Two semester hours (one hour lesson per week) for music majors whose principal area of concentration is organ. One semester hour (one-half hour lesson per week) for all other students.

106. Applied Study—Guitar—Individual instruction in guitar. Open to all students. Offered every term. Two semester hours (one hour lesson per week) for music majors whose principal area of concentration is guitar. One semester hour (one-half hour lesson per week) for all other students.

107. Applied Study—Flute—Individual instruction in flute. Open to all students. Offered every term. Two semester hours (one hour lesson per week) for music majors whose principal area of concentration is flute. One semester hour (one-half hour lesson per week) for all other students.

109. Applied Study—Clarinet—Individual instruction in clarinet. Open to all students. Offered every term. Two semester hours (one hour lesson per week) for music majors whose principal area of concentration is clarinet. One semester hour (one-half hour lesson per week) for all other students.

110. Applied Study—Saxophone—Individual instruction in saxophone. Open to all students. Offered every term. Two semester hours (one hour lesson per week) for music majors whose principal area of concentration is saxophone. One semester hour (one-half hour lesson per week) for all other students.

111. Applied Study—Violin—ndividual instruction in violin. Open to all students. Offered every term. Two semester hours (one hour lesson per week) for music majors whose principal area of concentration is violin. One semester hour (one-half hour lesson per week) for all other students.

112. Applied Study—Viola—Individual instruction in viola. Open to all students. Offered every term. Two semester hours (one hour lesson per week) for music majors whose principal area of concentration is viola. One semester hour (one-half hour lesson per week) for all other students.

113. Applied Study—Cello—Individual instruction in cello. Open to all students. Offered every term. Two semester hours (one hour lesson per week) for music

majors whose principal area of concentration is cello. One semester hour (one-half hour lesson per week) for all other students.

114. Applied Study—Percussion—Individual instruction in percussion. Open to all students. Offered every term. Two semester hours (one hour lesson per week) for music majors whose principal area of concentration is percussion. One semester hour (one-half hour lesson per week) for all other students.

115. Applied Study—Trumpet—Individual instruction in trumpet. Open to all students. Offered every term. Two semester hours (one hour lesson per week) for music majors whose principal area of concentration is trumpet. One semester hour (one-half hour lesson per week) for all other students.

116. Applied Study—Horn—Individual instruction in French horn. Open to all students. Offered every term. Two semester hours (one hour lesson per week) for music majors whose principal area of concentration is French horn. One semester hour (one-half hour lesson per week) for all other students.

117. Applied Study—Trombone—Individual instruction in trombone. Open to all students. Offered every term. Two semester hours (one hour lesson per week) for music majors whose principal area of concentration is trombone. One semester hour (one-half hour lesson per week) for all other students.

143–144. Basic Music Theory/Ear Training—A course in beginning written theory, including a laboratory session for developing aural skills. Music 143 offered fall term each year; Music 144 offered spring term each year. Three semester hours.

150. World Music—An introduction to music styles of the world. Readings, discussion, listening to recorded examples, and exposure to performers and instruments of world cultures. Musical skill not required. Fulfills ethnic studies requirement in the core curriculum. Offered spring term alternate years. Three semester hours.

180. Milligan Singers—A women's choral ensemble studying various styles of literature. Open to all female students. Offered every term. One semester hour.

181. Heritage—An auditioned *a cappella* ensemble of four to six singers—men and women—which represents the College in churches, at area civic organizations, and at college functions. This ensemble does not satisfy the ensemble requirement for music majors and minors. Offered every term. One-half semester hour.

182. Civic Band—Performance with the Johnson City Civic Band. One rehearsal per week. Offered every term. One-half semester hour.

183. Handbells—An introduction to basic performance technique, literature, and maintenance of handbells. Prerequisite: music reading ability. Offered every term. One-half semester hour.

184. Concert Choir—An auditioned mixed chorus with a repertoire of major choral selections. High standards of vocal technique and musicianship are required. The Choir tours during spring break each year, and performs on numerous other occasions. Commitment is for both semesters. Offered every term. One and a half semester hour.

185. Instrumental Ensemble—Instrumental ensembles studying representative literature. Open to all students. Offered every term. One-half semester hour.

186. Chamber Singers—A small mixed chorus of selected singers who study and perform varied repertoire. The singers perform for limited outside engagements and at the annual Christmas Dinners. Offered fall term each year. One semester hour.

187. Madrigal Productions—A performance-oriented course for those who have major singing, instrumental, acting, or technical roles and who spend a minimum of eight weeks in directed preparation of the annual presentation of the Christmas Dinners. By audition only. Offered fall term each year. One-half semester hour.

188. Milligan Keyboard Ensemble—An ensemble of selected pianists studying a variety of orchestral, band, and piano literature performed on digital MIDI keyboards and synthesizers. Offered every term. One semester hour.

189. Orchestra—Performance with the Johnson City Symphony Orchestra. One rehearsal per week for two and one-half hours. Offered every term. One-half semester hour.

190. Beginning String Ensemble—Ensemble performing experience for beginning strings students. Offered every term. One-half semester hour.

191. Jazz Ensemble—Organization is devoted to performance of jazz and pop styles, with emphasis on ensemble playing, solo playing, and improvisation. Open to all students. Offered every term. One semester hour.

192. Chamber Orchestra—String orchestra rehearsing and performing representative literature. Open to all students. Offered every term. One-half semester hour.

195. Early Music Ensemble—Consort of strings, recorders, or other early instruments. Plays for annual Christmas Dinners and other events. Offered as needed. One-half semester hour.

211. Introduction to Music Technology—An introductory survey of the practical application of MIDI keyboards, computers, and interactive workstations as they relate to music. The course includes hands-on exploration of MIDI keyboard instruments, computers, and related software. Offered fall term alternate years. Two semester hours.

243–244. Advanced Music Theory/Ear Training—A course in advanced written theory, including standard musical forms and contemporary music. A concurrent laboratory session develops and maintains aural skills. Prerequisite: Music 144 or permission of the instructor. Music 243 offered fall term each year; Music 244 offered spring term each year. Three semester hours.

255. Introduction to Instrumental Techniques Brass/Percussion/Woodwinds/ /Strings. The structure, use, techniques of playing, and care of the principal instruments in school instrumental organizations. Emphasis is on techniques necessary for basic understanding of the instruments. For Music Education majors whose emphasis is choral. Offered fall term alternate years. Two semester hours.

263. Survey of Pop Music—The study and appreciation of American Popular music from 1900 to the present. Offered fall term every year. Three semester hours.

264. Survey of Contemporary Christian Music—History, development, and practices of the contemporary Christian music movement—its major leaders, musical characteristics, and worship techniques. The course surveys both the praise chorus/scripture song phenomenon, and the performing/recording artists of the movement. Class material includes scores, texts, recordings, and live performance. Offered spring term every year. Three semester hours.

265. Music History Survey—Studies in techniques, forms, styles, and composers of the musical periods from the Renaissance to the present. Not open to Music Education or Music Ministry majors. Offered fall term alternate years. Three semester hours.

271. Instrumental Methods I—A study of brass and string instruments, with emphasis on playing fundamentals, materials, and pedagogical aspects. For Music Education majors whose emphasis is instrumental. Offered fall term alternate years. Three semester hours.

272. Instrumental Methods II—A study of percussion and woodwinds instruments, with emphasis on playing fundamentals, materials, and pedagogical aspects. For Music Education majors whose emphasis is instrumental. Offered spring term alternate years. Three semester hours.

321. Jazz Improvisation—Theory and techniques of jazz improvisation with an emphasis on functional harmony, melodic form, special scales, tune studies, ear training, and development of style. Offered spring term every year. Three semester hours.

345. Composition—Techniques of musical composition in standard song forms, as well as instrumental solo and ensemble forms. Prerequisite: Music 144. Offered fall term alternate years. Three semester hours.

347. Form and Analysis—A study of major forms of music from the Baroque period through the Twentieth Century. Prerequisites: Music 244 or permission of the instructor. Offered fall term alternate years. Two semester hours.

348. Orchestration and Arranging—A course covering basic characteristics, arranging, and compositional techniques for orchestral instruments. Prerequisite: Music 244 or permission of the instructor. Offered spring term alternate years. Two semester hours.

351. Music Methods—Teaching music in the classroom, kindergarten through sixth grade. Studies in the development of the child's musical abilities and introduction to materials and methods of classroom instruction are included. Not open to music majors. Offered spring term each year. Three semester hours.

363. Basic Conducting—A study of conducting techniques, elements of interpretation, and practice in sight-singing and rhythmic complexities. Prerequisite: Music 144. Offered fall term alternate years. Three semester hours.

364. Advanced Conducting—Advanced conducting techniques, including problems of tone, balance, and interpretation. Prerequisite: Music 363. Offered spring term alternate years. Three semester hours.

366. History of Jazz—Origins, development, styles, composers, and major performers of the jazz movement, from the beginnings of jazz to the present day. Offered spring semester alternate years. Three semester hours.

367. Music History and Literature I—A survey of the development of Western music through Baroque, citing major composers and forms of each style period. Prerequisite: Music 144, or consent of the instructor. Offered fall term alternate years. Three semester hours.

368. Music History and Literature II—A survey of the development of Western Music from Classical to the present, citing major composers and forms of each style period. Prerequisite: Music 367, or consent of the instructor. Offered spring term alternate years. Three semester hours.

369. Hymnology—A survey of hymn literature of the church with consideration of the literary, sociological, political, and religious forces affecting the creation of hymns. Offered spring term alternate years. Two semester hours.

408. Senior Recital—One-hour performance. Required for the General Music Studies—Applied Study major. Offered every term. One semester hour.

450. Methods and Materials for Secondary Music—Instrumental—A study of philosophy, curriculum, and methods and materials of teaching instrumental music and directing bands. Prerequisite: Music 244. Offered spring term alternate years. Three semester years.

451. Methods and Materials for Elementary Music—A study of methods and materials of teaching music to children including studies of the child's musical development (K–6). Prerequisite: Music 244. Offered fall term alternate years. Three semester hours.

452. Methods and Materials for Secondary Music—Choral—A study of philosophy, curriculum, and methods and materials of teaching music and directing ensembles. Prerequisite: Music 244. Offered spring term alternate years. Three semester hours.

453. Music and Worship—A study of the historical, philosophical, and theological interrelationship of music and worship. Offered fall term alternate years. Three semester hours.

454. Music Ministry Methods—A study of the practical aspects of music ministry in the local church. Offered spring term alternate years. Three semester hours.

456. Seminar—Seminars in specific areas of music for advanced students in voice pedagogy, piano pedagogy, accompanying, organ history and literature, piano literature, violin pedagogy, and opera workshop. Offered as needed. Two semester hours.

490. Senior Project—An individualized course of study (thesis, lecture/demonstration, or other project) to be determined by the student and a faculty committee. Often interdisciplinary in nature, the project relates to the student's career interests. This course serves as the culminating project for the General Music Studies—Jazz Studies major. Offered every term. One to two semester hours.

491. Practicum in Music Ministry—Required of all Music Ministry majors and minors. Supervised work in an approved church music program. Offered as needed. One to three semester hours.

NURSING

AREA OF PROFESSIONAL LEARNING

Professor Junker
Associate Professors Collins and Fabick
Assistant Professors King and Rasmussen

The Nursing major supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major field of study.
>
> Students will gain an enriched quality of life through awareness of health issues, appreciation for both the arts and sciences, stewardship of resources and preparation of graduate studies and a rewarding career or profession.

The nursing science curriculum provides students with opportunities to develop, test, and use nursing knowledge, skills, and rationale in a variety of community-based settings. Courses for the Bachelor of Science in Nursing degree prepare students for worldwide professional nursing career opportunities and for graduate study.

Graduates with a major in nursing are expected to (1) provide professional nursing care based on the synthesis of knowledge derived from relevant life experiences; scientific, social humane and Biblical learning; nursing theory and research; (2) institute developmentally appropriate nursing interventions based on actual and potential degree of client system stress reaction, resources, goals, and anticipated outcomes; (3) communicate therapeutically with culturally divers clients and client systems; (4) initiate primary, secondary or tertiary prevention nursing interventions with culturally diverse clients and client systems through the use of the nursing process; (5) incorporate professional, legal, and ethical nursing standards into own nursing interventions; (6) assume responsibility and accountability for personal development and ongoing evaluation of the effectiveness of won clinical nursing practice; (7) contribute to the enhancement of quality nursing and health care practices within a variety of settings; (8) evaluate research findings for either relevance and application to primary, secondary, or tertiary prevention interventions with clients and client systems; (9) use an open systems approach to communication in collaborative, consultative and interdisciplinary relationships; (10) assume responsibility in society by participation in community and service opportunities.

Nursing studies build on the liberal arts and sciences tradition of Milligan College. The following courses are required for nursing majors and fulfill designated components of the core curriculum: Chemistry 150 and 151, Communications 102, Mathematics 213, and Psychology 252. Biology 250, 251, and 380 are required prerequisites for the nursing major.

The nursing major leading to the B.S.N. degree consists of sixty-six hours. The required nursing courses in the generic program are as follows: Nursing 202/202L, 210/210C, 220/220C, 300, 302/302L, 303/303L, 310/310C, 313/313C, 320/320C, 323/323C, 350, 403/403C, 410/410C, 420/420P, 422/422C, and 424. Upon satisfactory completion of the generic nursing program requirements, graduates of the program become eligible to sit for the NCLEX-RN licensure examination.

The department of nursing reserves the right to update and change the nursing curriculum at the beginning of any academic semester in conjunction with current professional nursing standards. The National League for Nursing Council of Baccalaureate and Higher Degree Programs is an additional source of information about the Bachelor of Science in Nursing degree program at Milligan College (1-800-669-9656).

All students seeking to pursue the curriculum plan leading toward a baccalaureate degree in nursing are required to follow a three-step process: Initial Acceptance, Progression, and Retention. Students who have been initially

accepted are NOT guaranteed progression in the nursing major. Progression must be sought through an application process and is limited by the availability of spaces in the class.

The department of nursing does not automatically deny admission to any individual with a criminal record. However, the Tennessee Board of Nursing will deny licensure applications of individuals with criminal records of any kind.

Students who have been enrolled in nursing courses at other colleges or universities who wish to transfer to Milligan College must meet the same core curriculum requirements for progression. Generic transfer students will also be expected to demonstrate the same proficiency skills (N210/210C and N220/220C) and achieve the established passing standard on the designated competency evaluations.

RN/LPN CAREER MOBILITY PLAN

Milligan College supports the State of Tennessee Career Mobility Plan for Registered Nurses and Licensed Practical Nurses.
RNs and LPNs seeking to meet degree requirements will follow the articulation plan outlined below. These students may receive advanced placement credits that will be considered equivalent to specific required nursing courses. LPNs are required to enroll in N201/201C and N202/202L as their pre-nursing requirements. RNs are required to enroll in N202/202L. Both RNs and LPNs are expected to seek progression into the major upon completion of the required core and pre-nursing requirements.

RN CAREER MOBILITY PLAN

Registered nurses articulating to the baccalaureate degree level in nursing may be awarded or transfer nursing credits to Milligan College equivalent to approximately one year of nursing courses in this program. Only a grade of C or better in previously taken nursing courses is eligible for consideration in this option.

Required core curriculum course credits are transferred and awarded according to pre-established policies of Milligan College. All degree candidates are expected to meet the core curriculum requirements in addition to the nursing program requirements. Students are expected to complete the arts and sciences core curriculum requirements, Nursing 202/202L, and have been progressed into the nursing major prior to enrolling in any 300 level nursing course.

Nursing credits that are awarded or transferred under this articulation model are placed on individual transcripts by Milligan College only after the student has

successfully completed Nursing 301/301C at Milligan College. All students enrolling in the BSN program under the career mobility plan are expected to complete a minimum of 45 semester hours at Milligan College.

Advanced placement testing is required for graduates of non-NLNAC accredited programs and for students who have not been in active clinical practice in the past three years. Students who seek to meet degree requirements through advanced placement testing must successfully complete all of the designated standardized challenge exams according to the established passing standard in order to receive course credits. Test results will be considered valid for a three-year period. Students may repeat a given test once. If the student is not successful in passing the test on the second attempt, the student will be required to enroll in the course(s) of comparable content at Milligan College.

LPN MOBILITY PLAN

Milligan College supports the mobility plan for Licensed Practical Nurses. LPNs articulating to the baccalaureate degree level in nursing may be awarded transfer credits to Milligan equivalent to the fundamentals of nursing courses offered during the sophomore year. Only courses in which a grade of B or better was earned in the LPN program are eligible for consideration in this option.

Required core curriculum course credits may be transferred and awarded according to pre-established policies of Milligan College. All students enrolling in the BSN program under the career mobility plan are expected to complete a minimum of 45 semester hours at Milligan College.

Nursing credits that are awarded or transferred under this articulation model will be placed on individual transcripts by Milligan only after the student has successfully completed Nursing 201/201C and 202/202L at Milligan

198. Medical Terminology—A course open to all students considering entry into health care related professions. This course is designed to assist students to identify and define the root words, suffixes, prefixes, and combining forms commonly found in medical terminology. Student learning activities and exercises are utilized to assist students to remember significant concepts and to understand the meaning of new words by defining the elements contained within them. Offered fall term each year. One semester hour; one clock hour.

201. Nursing Systems and Process: LPN Transition Course—An overview of the concepts of holistic professional nursing and the nursing process. This process is presented as a critical thinking and problem-solving tool for identifying client system stressors and for initiating primary, secondary, and tertiary prevention nursing interventions. Prerequisites: Current LPN/LVN licensure and Chemistry

150, 151, or equivalents. Pre/Co-requisites: Biology 250, 251, and 380 or equivalents. Co-requisites: 201C and 202/202L. Offered spring term each year (dependent on student need). Three semester hours; three clock hours.

201C. Nursing Systems and Process: LPN Transition Clinical—Opportunities to use the nursing process as a critical thinking and problem-solving tool for identifying and initiating primary, secondary, and tertiary nursing interventions within this clinical component. Previously learned technical nursing arts and skills are validated. Co-requisite: Nursing 201. Offered spring term each year (dependent on student need). One semester hour; three clock hours.

202. Health Assessment—An exploration of the knowledge, observational, interactional, and psychomotor skills required for assessing the health status and needs of clients of all ages. Pre/Co-requisites: Biology 250, 251; Nursing 210/210C or equivalents; or current RN licensure and permission of faculty. Co-requisite: Nursing 202L. Offered spring term each year. Two semester hours; two clock hours.

202L. Health Assessment—Opportunities to practice the assessment modalities of inspection, palpation, percussion, and auscultation are provided. Students are expected to conduct regional and comprehensive physical examinations within the campus lab setting. Co-requisite: Nursing 202. Offered spring term each year. One semester hour; three clock hours.

210. Fundamentals of Nursing—An introduction to the fundamental concepts of holistic nursing and the nursing process. This process is presented as a critical thinking and problem-solving tool for identifying client system stressors and for initiating primary, secondary, and tertiary prevention nursing interventions. Pre/Co-requisite: Biology 250 and 380. Co-requisite: Nursing 210C. Offered fall term each year. Two semester hours; two clock hours.

210C. Fundamentals of Nursing Clinical—A focus on the development of fundamental competencies required for instituting primary, secondary, and tertiary prevention nursing interventions. Opportunities to test and use the nursing process as a critical thinking and problem-solving tool are provided. Co-requisite: Nursing 210. Offered fall term each year. Two semester hours; six clock hours.

220. Fundamentals of Nursing II—A continuation of Nursing 210, the study of the fundamental concepts of holistic nursing and the nursing process. Prerequisites: Nursing 210/210C. Pre/Co-requisite: Biology 251 or equivalent. Co-requisites: Nursing 220C and 202/202L. Offered spring term each year. Two semester hours; two clock hours.

220C. Fundamentals of Nursing II Clinical—A continuation of Nursing 210C with the focus on providing students opportunities to test and use the nursing process as a critical thinking and problem solving tool to provide holistic nursing care. Opportunities to develop additional competencies in selected primary, secondary, and tertiary prevention nursing interventions are also provided within the clinical practice setting. Co-requisite: Nursing 220. Offered spring term each year. Two semester hours; six clock hours.

Progression to junior (300) level courses in the nursing major must be sought through the application process. Students may only enroll in 300 level courses upon acceptance to the nursing program in this process.

300. Nursing Pharmacology—An introduction to pharmacology and the pharmacokinetic and pharmacodynamic processes relevant to clinical nursing practice. Emphasis is placed on the study of prototypical drugs, their effects on human beings, and the implications for nursing practice. Pre/Co-requisites: Nursing 310/310C. Offered fall term each year. Three semester hours; three clock hours.

301. Professional Nursing Systems: RN Transition Course—An overview of the theories and concepts of holistic, professional nursing. The nursing process is discussed as a critical thinking and problem-solving tool for identifying client system stressors and for initiating primary, secondary, and tertiary prevention nursing interventions. Prerequisites: Current RN licensure, progression into the nursing major; and Nursing 202/202L. Co-requisite: Nursing 301C. Offered fall term each year (dependent on student need). Three semester hours; three clock hours.

301C. Professional Nursing Systems: RN Transition Clinical—Opportunities to utilize and test the nursing process in identifying and initiating primary, secondary, and tertiary nursing interventions within simulated and the clinical practice setting. Previously learned technical nursing arts and skills are validated. Co-requisite: Nursing 301. Offered fall term each year (dependent on student need). Two semester hours; six clock hours.

302. Primary Prevention and Health Promotion—An introduction to primary prevention and health promotion nursing interventions. Course content is centered around the Healthy People 2010 Initiative Objectives. The course addresses the role of nurses in local and national partnerships in developing the community infrastructures required for success. Corequisite: Nursing 302L. Offered fall term each year. Two semester hours; two clock hours.

302L. Primary Prevention and Health Promotion Field Experience—Opportunities to assess health needs and implement primary prevention and health promotion intervention strategies in a variety of community settings with special population groups. Co-requisite: Nursing 302. Offered fall term each year. One semester hour; three clock hours.

303. Nursing Interventions with Special Populations (Elderly)—A focus on normal aging and the commonly experienced psychosocial and physiological stressors of the increasing elderly population. Primary, secondary, and tertiary nursing interventions specific to these stressors are addressed. Pre/Co-requisites: Nursing 310/310C and Nursing 300. Co-requisite: Nursing 303L. Offered spring term each year. Two semester hours; two clock hours.

303L. Nursing Interventions with Special Populations (Elderly) Field Experience—A service-learning component in the community working with selected populations of elderly. Students are expected to identify and implement appropriate primary, secondary, and/or tertiary nursing interventions with a selected group of elderly clients. Co-requisite: Nursing 303. Offered spring term each year. One semester hour; three clock hours.

310. Client System Stressors and Reactions—An examination of the common actual or potential stressors that interfere with client health status through the use of the nursing process. The nurse's role in promoting levels of wellness through primary, secondary, and tertiary prevention modes are identified. Co-requisites: Nursing 300 and 310C. Offered fall term each year. Three semester hours; three clock hours.

310C. Client System Stressors Practicum—A clinical practicum experience within a variety of clinical settings utilizing the nursing process to implement primary, secondary, and tertiary intervention modes with clients experiencing actual or potential common health stressors. Co-requisite: Nursing 310. Offered fall term each year. Two semester hours; six clock hours.

313. Nursing Interventions with Special Populations (Childbearing Family)—A focus on the pregnant woman, neonate, and family and the commonly experienced stressors of this population during the childbearing process. Pre/Co-requisites: Nursing 300 and 310/310C. Co-requisite: Nursing 313C. Offered fall term each year. Three semester hours; three clock hours.

313C. Nursing Interventions with Special Populations (Childbearing Family) Clinical—A clinical practicum experience wherein students are expected to identify and implement primary, secondary, and/or tertiary nursing interventions

specific to the stressors associated with the childbearing family. Co-requisite: Nursing 313. Offered fall term each year. Two semester hours; six clock hours.

320. Complex Client System Stressors and Reactions—A presentation of complex actual or potential stressors that interfere with client health status. Through the use of the nursing process, primary, secondary, and tertiary intervention modes are discussed. Prerequisites: Nursing 300, 310/310C. Co-requisite: Nursing 320C. Offered spring term each year. Three semester hours; three clock hours.

320C. Complex Client System Stressors Practicum—A practicum experience providing opportunities within a variety of clinical settings to utilize the nursing process to implement primary, secondary, and tertiary intervention modes with clients experiencing actual or potential complex stressors. Co-requisite: Nursing 320. Offered spring term each year. Two semester hours; six clock hours.

323. Nursing Interventions with Special Populations (Infants, Children, and Adolescents)—A focus on the developmental, potential, and commonly experienced physiological and psychosocial stressors of infants, children, adolescents, and their families. Nursing interventions specific to these stressors are presented. Prerequisites: Nursing 313/313C. Co-requisite: 323C. Offered spring term each year. Three semester hours; three clock hours.

323C. Nursing Interventions with Special Populations (Infants, Children, and Adolescents) Clinical—A clinical practicum experience in a variety of community based settings. Students are expected to identify and implement primary, secondary, and/or tertiary nursing interventions specific to the stressors commonly experienced by infants, children, adolescents, and their families. Co-requisite: Nursing 323. Offered spring term each year. Two semester hours; six clock hours.

350. Introduction to Nursing Research—A focus on developing an understanding and use of nursing research as a basis for professional nursing practice. Students are introduced to the steps of the research process and critique. Pre/Co-requisite: Mathematics 213. Offered spring term each year. Three semester hours; three clock hours.

390. Independent Study—Special topics and/or experiences not addressed within the curriculum and non-substitutable for required courses in the major but of special interest to the student. Course work is accomplished independently under a pre-approved contract with a designated faculty member. Prerequisite: Departmental approval for the proposal. Option available every term. One to three semester hours; one to three clock hours.

All required Nursing 300 level courses must be completed before a student may advance to Nursing 400 level courses. Exceptions to this policy are Nursing electives that may be taken with instructor permission in unusual individual circumstances.

403. Nursing Interventions with Special Populations (Psych)—A focus on the interpersonal, intrapersonal, and extrapersonal factors associated with mental health, mental illness, and chemical substance abuse. Nursing interventions specific to various common mental health stressors are addressed. Prerequisite: Progression to the senior level. Co-requisite: Nursing 403C. Offered fall term each year. Three semester hours; three clock hours.

403C. Nursing Interventions with Special Populations (Psych) Clinical—A clinical practicum experience designed to provide students with opportunities to initiate health promotion and illness prevention interventions with clients experiencing substance abuse and/or other mental and spiritual stressors. Students are placed in a variety of community based clinical settings and provided experiences in working within multidisciplinary mental health teams. Co-requisite: Nursing 403. Offered fall term each year. Two semester hours; six clock hours.

410. Critical Client Stressors and Reactions—The study of stressors and reactions that place a client in a potential or actual life-threatening state. Using the nursing process format, primary, secondary, and tertiary prevention interventions are discussed. Co-requisite: Nursing 410C. Offered fall term each year. Three semester hours; three clock hours.

410C. Critical Client Stressors Practicum—A clinical practicum experience providing opportunities, within a high-tech setting, to utilize the nursing process to implement primary, secondary, and tertiary intervention modes with clients experiencing potential or actual life-threatening states. Co-requisite: Nursing 410. Offered fall term each year. Two semester hours; six clock hours.

420. Management of Patient Care Systems—An examination of organizational theory and structure in relation to the management of patient care within a rapidly changing health care delivery system. Primary, secondary, and tertiary prevention strategies and skills necessary for the management of appropriate and effective nursing care are explored and analyzed. The use of outcome measures to promote quality and cost effective health care in various organizations and health care delivery systems is emphasized. Prerequisites: Nursing 410/410C or equivalents. Co-requisite: Nursing 420P. Offered spring term each year. Three semester hours; three clock hours.

420P. Nursing Management Preceptorship—A capstone course with a focus on the application of the nursing management process for organizing and facilitating the delivery of comprehensive, holistic, efficient, and effective nursing care to groups of clients in a variety of settings. Students are expected to demonstrate competencies of professional accountability and responsibility within established standards and guidelines. Co-requisite: Nursing 420. Offered spring term each year. Three semester hours; fifteen clock hours.

422. Nursing in Community Health Systems—A focus on the concepts and skills required by nurses to promote and preserve the health of populations within existing public health infrastructures and in developing community partnerships. The community is defined as a client/system. Emphasis is placed on primary, secondary, and tertiary interventions used to meet the health care needs of a variety of aggregate and "at risk" community populations. Prerequisites: Nursing 403/403C and 410/410C, or equivalents. Co-requisite: Nursing 422C. Offered spring term each year. Three semester hours; three clock hours.

422C. Nursing in Community Health Systems Clinical—A clinical practicum experience that provides students opportunities to practice the role of the community health nurse within the current public health care delivery system. Students are also assigned to work with a variety of at risk aggregate population groups within the community in order to assess their health needs, and design and implement appropriate primary, secondary or tertiary prevention interventions. Co-requisite: Nursing 422. Offered spring term each year. Two semester hours; six clock hours.

424. Professional Nursing Issues—A senior forum that focuses on issues and trends which influence health care delivery, contemporary nursing, and its practitioners. Economic, social, cultural, legal, ethical, and political issues are discussed in relation to a Christian worldview and professional nursing standards. Prerequisites: Nursing 410/410C and 403/403C or equivalents. Two semester hours; two clock hours.

480. Parish Nursing—An elective course that provides students an opportunity to collaborate on and negotiate the design of a health promotion program uniting the physical and spiritual aspects of wellness with the members of a selected church congregation. The course includes a service-learning component in a variety of churches within the community. Prerequisites: Nursing 310/310C or equivalents. Offered fall or spring term; dependent on student demand. Three credit hours; five clock hours.

482. Complex Stressors of the Childbearing Family—An elective course that provides a focus on the complex, critical, and potentially life-threatening stressors

that may be experienced by the childbearing woman, neonate, and family. Through the use of the nursing process, primary, secondary, and tertiary prevention interventions are discussed. Students are challenged to utilize critical thinking skills to explore alternative nursing interventions to traditional care provided to this client population. Pre/Co-requisites: Nursing 410/410C. Offered fall term each year (dependent on enrollment). Three semester hours; three clock hours.

490. Independent Study—Special topics and/or experiences not addressed within the curriculum and non-substitutable for required courses in the major but of special interest to the student. Course work is to be accomplished independently under a pre-approved contract with a designated faculty member. Prerequisites: Department approval of proposal. Option available each term. One to three semester hours; one to three clock hours.

OCCUPATIONAL THERAPY

Associate Professors Kelly and Poff
Assistant Professors Abner and Gamble

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY DEGREE

The Occupational Therapy degree program supports the following goals of Milligan College:

> Students will demonstrate social responsibility in numerous ways, such as serving in churches, on the mission field (domestic and foreign), and with social agencies; mentoring, nurturing, and protecting others; and displaying increased understanding of and experience with other cultures.
>
> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major fields of study.
>
> Students will gain an enriched quality of life through awareness of health issues, appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

The Master of Science in Occupational Therapy degree program promotes integration and utilization of theory and practice in the art and science of occupational therapy and prepares students to meet the entry-level standards of the American Occupational Therapy Association.

The Master of Science in Occupational Therapy degree program is designed for students who have an earned bachelor's degree and who have completed the prerequisite requirements for admission to the program. Baccalaureate degrees can be in a variety of academic areas, some of which include human performance and exercise science, human development, sociology, biology, and psychology.

ACCREDITATION

The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

GOALS OF THE MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

The following goals are expected upon completion of the professional curriculum and arise directly from the missions of the College and the professional program and from the program's philosophy. By the time of graduation from this curriculum, the student should:

1. Demonstrate professional-level competencies necessary for practice as an occupational therapist in health care and human service delivery systems.
2. Apply accepted principles of scientific inquiry to the study of problems in health and human service delivery.
3. Demonstrate the management skills necessary for the service delivery of occupational therapy.
4. Demonstrate professional and caring attitudes and values consistent with the practice of occupational therapy.
5. Assume a leadership role in advancing the field of occupational therapy.

FINANCIAL INFORMATION

Tuition is $425 per semester hour for the 2001-2002 school year. Financial aid is available through supplemental loans for students, guaranteed student loans, and obligatory scholarships that are available from many healthcare organizations. The awards and acceptance requirements associated with obligatory scholarships

vary from institution to institution. A non-refundable application fee of $30 is required with the application.

LIBRARY

The P.H. Welshimer Library supports the program by providing access to over 600 scholarly journals including the leading journals in occupational therapy. Numerous electronic databases (Psychology Abstracts, Sociology Abstracts, and Cumulative Index to Nursing and Allied Health Literature) are also available. In addition to the Welshimer Library, students and faculty have access to the Occupational Therapy Program Professional Resource Center, and the libraries of Emmanuel School of Religion, East Tennessee State University (main campus and medical school), and the Holston Associated Libraries, Inc. (HAL). HAL consists of Milligan and five additional libraries in the region. The computer system displays in each library the holdings of all six libraries in a shared catalog. Due dates are shown for materials that are checked out of each library. Materials are readily lent among the libraries. Many additional features of the system enhance information exchange and resource sharing. Through these agreements, Milligan students have access to many materials beyond the considerable holdings of the Welshimer Library. Further, membership in the Southeastern Library Network provides interlibrary loan access to the holdings of thousands of additional libraries worldwide.

PROFESSIONAL RESOURCE CENTER

The Professional Resource Center houses an extensive collection of evaluative instruments, videotapes, and treatment equipment. A computer cluster and workspace where students can explore Internet resources, perform data analysis for research projects, and produce multimedia presentations is part of the Center. The Resource Center is available to therapists in the community as well as the students of the program.

ADMISSION REQUIREMENTS

The minimum requirements for admission to the M.S.O.T. program are as follows:

1. An undergraduate degree with overall undergraduate grade point average of 3.0
2. Volunteer experience in a variety of occupational therapy clinical settings with a minimum of 40 documented hours or a disability related work/volunteer experience with the proper documentation
3. Combined GRE scores of at least 1000 (verbal + quantitative)
4. TOEFL score of at least 550 (international students)

5. Two completed reference forms from persons who have adequate knowledge of the applicant's Christian commitment, character, and professional qualities of potential for success as a graduate student
6. A completed baccalaureate degree that includes the following **prerequisite courses**:

   General Biology or Principles of Biology (4 hrs)
   Human Anatomy and Physiology (4 hrs, 4 hrs)
   Chemistry (4 hrs)
   Speech Communication (3 hrs)
   English Composition (6 hrs)
   Philosophy or Ethics (3 hrs)
   Statistics (3 hrs)
   Developmental Psychology (Life Span) (3 hrs)
   Abnormal Psychology (3 hrs)
   Introduction to Sociology (3 hrs)
   Family (3 hrs)
   Medical Terminology (1–3 hrs)
   (Substitution or waiver of requirement for any of the above prerequisite courses may be granted by the occupational therapy program admissions committee on an individual basis.)

Prospective students meeting the minimum admission criteria will be invited to a brief individual interview and completion of a writing sample. Final selection of students will be made by the admissions committee of the Occupational Therapy Program and will be based on weighted scores obtained from the grade point average, interview, and writing sample.

PROVISIONAL STANDING

Students may be admitted to the occupational therapy program with one or more of the prerequisite requirements not met. Admission is made on an individual basis by the occupational therapy admissions committee and is based, in part, on the student's potential for success in the program.

Provisional status is designated for a maximum of two semesters. Students who do not meet the objectives set forth in their provisional standing will be placed on probationary status and given one semester for resolution of the provisional objectives.

Students who have been provisionally admitted due to low GPA (GPA below 3.0) must achieve a 3.0 or better cumulative GPA during the first two semesters in the program. Provisional students who achieve this level of performance will be awarded *full standing* in the program.

Students who have been provisionally admitted due to course deficiency must successfully complete (3.0 or better grade for each course) those courses by the end of the second semester of the program. *Students are strongly encouraged to complete all prerequisite coursework prior to starting the academic program. Admittance to the program due to incomplete prerequisite courses is not guaranteed and is considered to be an exception to accepted program policy.*

ACADEMIC PROBATION AND RETENTION STANDARDS

Retention in the Occupational Therapy Program is based on a combination of academic performance and adherence to the program's Technical Standards for Admission and Retention and/or the Occupational Therapy Code of Ethics for Students (*see Occupational Therapy Student Manual for a detailed overview of the Technical Standards and statement of Occupational Therapy Code of Ethics for students).* Specific standards include but are not limited to the following:

1. The student must maintain a cumulative grade point average of "B" (3.0) to graduate from the Occupational Therapy Program.
2. The student must earn a grade of at least "C" in non-core courses within the program.
3. The student must earn a grade of at least "B" in all core (theory and practice courses) courses.
4. Failure to comply with the above standards will necessitate program faculty action that includes, but is not limited to: repetition of specific courses, fulfillment of additional requirements, academic probation, and/or dismissal from the program.

TRANSFER CREDIT

Transfer credit is generally not permitted because of the program accreditation requirements. Special circumstances may warrant permission of transfer credit. The program faculty council and admissions committee will make determination of transfer credit.

TIME LIMITS FOR COMPLETION OF REQUIREMENTS

All students are admitted to the occupational therapy program on a full-time basis. Completion of all degree requirements on a full-time basis will take a minimum of two and one-half years. In exceptional cases, part-time status may be granted. Part-time students must complete all degree requirements within a period defined by the faculty council of the occupational therapy program. This time period must not exceed six years. Accreditation requirements mandate that students must complete their clinical affiliations within 24 months of completing their classroom work.

GRADE REQUIREMENTS FOR GRADUATION

Students must achieve a 3.0 average for graduation.

CURRICULUM AND COURSE SEQUENCE

The 81-hour curriculum includes coursework in three essential components: basic skills, the occupational therapy process, and capstone experiences. The first component builds on the student's previous undergraduate education by providing applied science courses along with an introduction to the profession of occupational therapy. The second component is the core of the curriculum and includes courses about the study of occupation, normal life span development, and wellness with integration of the major theories and practice methods of occupational therapy. These courses are completed primarily during the second semester of the first year and the first semester of the second year. The final component of the curriculum is designed to facilitate the refinement of the student's critical thinking and entry-level occupational therapy clinical skills. The student is expected to integrate previously acquired knowledge into efficient and effective critical thinking. It is during this phase of the curriculum that the student completes a minimum of six months of clinical fieldwork or internship.

In addition, the student is expected to complete an original research project that culminates in a master's thesis.

The courses and the clinical experiences are designed to develop the knowledge and skills of the highest national standards. The teaching faculties are dedicated professionals prepared to offer applied science and skills courses at the advanced level.

501. Medical Management of Diseases—A study of selected disease processes and conditions in all age groups and a survey of the medical and/or surgical management of these conditions. Recognition of systematic disease that may mimic neuromusculoskeletal problems is emphasized. Offered fall term each year. Three semester hours.

502. Clinical Psychiatry—A review of major psychiatric disorders including clinical description, etiology, medical management, and treatment. A clinical team approach and legal issues of psychiatry are presented. Offered fall term each year. Three semester hours.

531. Musculoskeletal Anatomy—A regional study of human muscular and skeletal anatomy with particular emphasis on the back and upper extremity. Course includes cadaver dissection, demonstration, and lecture. Offered fall term each year. Three semester hours.

532. Functional Neuroanatomy—Human neuroanatomy presented with implications for abnormality and subsequent therapy treatment. The course includes the study of human nervous system specimens in a laboratory setting. Offered spring term each year. Three semester hours.

535. Kinesiology—Human Movement—A study of the principles of human movement including analysis of biomechanics, joint structure and function, muscle physiology, and musculoskeletal function. An introduction is given to methods to improve movement quality in functional performance. Offered spring term each year. Three semester hours.

560. Fundamentals of Occupational Therapy—A foundation (history, organization, personnel, and their respective roles) for the development of the clinical aspects of occupational therapy practice. Emphasis is on the philosophy of using activity analysis as a foundation for clinical reasoning. Teaching theory and learning styles are included. Offered fall term each year. Three semester hours.

580. Introduction to Research Design—An introduction to research design with emphasis on occupational therapy literature and skill development in review of research literature, formulation of problem statements, research design, and critical analysis of published research. Students delineate individual research interests with clinical outcomes focus. Offered fall term each year. Three semester hours.

605. Lifespan Occupational Development I—The study of normal occupational development of infants through adolescence with emphasis upon the functional roles typical for children within a variety of cultural settings, i.e. self-care, play, school, family, and friend relationships. Activities and tasks reflective of role functioning are analyzed. Offered spring term each year. Two semester hours.

606. Lifespan Occupational Development II—The study of normal occupational development of young adulthood through older adulthood with emphasis upon the functional roles typical for adults within a variety of cultural settings, i.e., self-care, care of others, work, leisure, family, and community interactions. Activities and tasks reflective of role functioning are analyzed. Offered fall term each year. Two semester hours.

607. Professional Writing in Occupational Therapy—Instruction in and practice of professional documentation, documentation for reimbursement, and letter-writing skills necessary in the practice of occupational therapy. Offered spring term each year. One semester hour.

610. Play/Leisure (Performance Area A)—The exploration of play/leisure as a primary performance area of occupational therapy. Laboratory experience in play/leisure skills evaluation and training for the physically, mentally, and cognitively disabled. This course emphasizes evaluation and training with a life-span perspective. Strategies that promote adaptation to disabilities and that increase role independence include: using play/leisure activities in therapeutic intervention, adapting media and play/leisure tasks to specific disabling conditions. Offered fall term each year. Two semester hours.

615. Work/Productivity (Performance Area B)—The evaluation and treatment of work dysfunction related to physical, cognitive, and psychological impairments. Assessment skills include: prevocational, work capacity, and work site ergonometric evaluations. Treatment techniques involve work hardening, prevocational training, job simulation, and job site modification. Stress management and reduction of symptom magnification are the psychological intervention skills developed. Legal issues related to the Americans with Disabilities Act and workers' compensation are explored. The roles of the occupational therapist in employee assistance and wellness are examined. Offered spring term each year. Two semester hours.

620. Activities of Daily Living (Performance Area C)—Laboratory experience in daily living skills evaluation and training for the physically, mentally, and cognitively disabled. Strategies that promote adaptation to disabilities and that increase role independence are taught including: using/designing adaptive equipment, prescribing wheelchairs, prosthetic training, redesigning physical environmental barriers, driving training, restructuring cognitive complexity, and training caregivers. Architectural barriers and implications related to the American with Disabilities Act are explored. Offered spring term each year. Three semester hours.

625. Techniques of Splinting in Occupational Therapy—A lecture and laboratory course that provides supervised experiences in the construction of splints and their use as a therapeutic modality. Offered spring term each year. Two semester hours.

631. Psychosocial Theory and Practice I—A developmental approach to psychiatric occupational therapy process including frames of reference and issues related to infancy through childhood. Emphasis on development and maintenance of the therapeutic relationships, therapeutic use of self, and dealing with problem situations in occupational therapy practice. Offered spring term each year. Three semester hours.

632. Physical Dysfunction Theory and Practice I—A developmental approach to principles of occupational therapy evaluation and treatment of physical disabilities as seen in infancy through childhood. Offered spring term each year. Four semester hours.

641. Psychosocial Theory and Practice II—The study, understanding, and application of various frames of reference of psychosocial occupational therapy related to adolescent, adult, and geriatric populations. Offered fall term each year. Three semester hours.

642. Physical Dysfunction Theory and Practice II—A developmental approach to principles of occupational therapy evaluation and treatment of physical disabilities as seen in adolescent and adult populations and the aged. Offered fall term each year. Three semester hours.

651. Group Process (Therapeutic Groups in Occupational Therapy)—A presentation of group theory and group dynamics. The instruction in basic group skills includes selecting a theory base, designing groups, writing group protocols, analyzing group activities, implementing specific group techniques, and evaluating progress of group members. Offered fall term each year. Three semester hours.

680. Research Methods—A review of research methodology with emphasis on recognizing and dealing with threats to methodological validity and reliability. Students are guided through original research projects. Offered spring term each year. Three semester hours.

685. Research Data Analysis—A practical review of basis data analysis techniques used in qualitative and quantitative research formats, including experience in using SPSS data analysis software. Offered spring term each year. Three semester hours.

691A. Fieldwork Level IA—Introductory fieldwork level I experiences in a variety of occupational therapy settings under the supervision of clinicians. Offered every term. One semester hour.

691B. Fieldwork Level IB—Introductory fieldwork level I experiences in a variety of occupational therapy settings under the supervision of clinicians. Offered every term. One semester hour.

695A. Clinical Reasoning Seminar—A seminar that accompanies fieldwork Level IA and develops skills in basic data gathering techniques, i.e., review of

existing records, occupational history taking, interviewing, self-report instruments, and clinical observations. Offered spring term each year. No credit.

695B. Clinical Reasoning Seminar—A seminar that accompanies the fieldwork Level IB and continues the development of basic data gathering techniques, i.e., review of existing records, occupational history taking, interviewing, self-report instruments, and clinical observations. Offered fall term of each year. No credit.

710. Occupation Therapy Service Management—The study of the occupational therapist's role in service management and the health care system. Professional values, attitudes, ethics, and standards are emphasized. The study involves skill development in consultation, continuous quality improvement, program evaluation, strategic planning, marketing, and budgeting. Trends in health care and third-party reimbursement are examined. Offered spring term each year. Three semester hours.

740. Advanced Clinical Reasoning Seminar (Advanced Practicum)—Advanced fieldwork level I experiences in occupational therapy settings under the supervision of clinicians. Seminar accompanies the fieldwork and facilitates the application of theoretical concepts and techniques. Offered spring term each year. Two semester hours.

750. Specialization Elective—A course directed toward students' being exposed to a clinical area of practice of their own choosing. Offered spring term of each year. A total of two semester hours.

780A and B. Directed Research/Thesis Preparation—A guided study with seminar, involving original research projects. Completion of the research project is expected during the second semester in the sequence. Offered fall and spring terms of each year. Two semester hours each semester.

791A. Fieldwork Level IIA—A full-time supervised clinical experience designed to develop entry-level professional skills, consisting of a three-month full-time affiliation in a selected treatment setting. Offered every term. Five semester hours.

791B. Fieldwork Level IIB—A full-time supervised clinical experience designed to develop entry-level professional skills, consisting of a three-month full-time affiliation in a selected treatment setting. Offered every term. Five semester hours.

791C. Level Fieldwork IIC (optional)—A full-time supervised clinical experience in a specialized area. A minimum of six weeks duration is required. Offered every term. One to five semester hours.

OFF-CAMPUS PROGRAMS

In the case of each of the following off-campus programs, students arrange their courses of study by mutual consent, paying regular tuition to their own institutions and room and board to the host college.

COUNCIL FOR CHRISTIAN COLLEGES AND UNIVERSITIES

The Council for Christian Colleges and Universities, an association of 100 campuses in the United States and Canada, offers the following semester and summer programs to students of its member institutions. The programs offer a unique opportunity for students to make the world their classroom, going beyond the confines of the traditional classroom. These interdisciplinary learning opportunities are available to upperclass students. For further information, contact the Office of the Vice President for Academic Affairs and Dean.

AMERICAN STUDIES PROGRAM (ASP)

Founded in 1976, the American Studies Program has served hundreds of students from member institutions as a "Washington, D.C. campus." ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit the student's talents and aspirations and are available in a wide range of fields. They also explore pressing national and international issues in public policy seminars which are issue-oriented, interdisciplinary, and led by ASP faculty and Washington professionals. ASP bridges classroom and marketplace, combining biblical reflection, policy analysis, and real-world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's lordship in putting their beliefs into practice. The aim of the program is to help Council schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit.

CHINA STUDIES PROGRAM (CSP)

The China Studies Program enables students to engage this large and intriguing country from the inside. While living and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical, and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students will be given such

opportunities as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. The program introduces students to the diversity of China, including Hong Kong, Beijing, Shanghai, and Xi'an. This interdisciplinary, cross-cultural program enables Christian students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16 semester hours of credit.

CONTEMPORARY MUSIC PROGRAM (CMP)

The Contemporary Music Program provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multidisciplinary in nature, the CMP offers two tracts: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers, and recording engineers. The Executive Track is designed for business, arts management, marketing, communications, and other majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters, and entertainment industry entrepreneurs. Both Artist and Executive track students receive instruction, experience, and uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include course work, labs, directed study, and practicum. Students earn 16 semester hours of credit.

HONOURS PROGRAMME—CMRS, OXFORD (HP–O)

Honors and other highly qualified students have the exciting opportunity to study in England through an interdisciplinary semester in Oxford. The rigorous academic program, aimed at increasing critical thinking skills and scholarship from an integrated Christian perspective, allows participants to choose from a wide variety of tutorial study programs in numerous disciplines, including the arts, religion, history, literature, and philosophy. In addition to two tutorials, students participate in a seminar and integrative course through which they produce a scholarly project or term paper. Field trips provide opportunities for experiential learning in England's rich historical setting. Students earn 16 semester hours of credit.

LATIN AMERICAN STUDIES PROGRAM (LASP)

Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central

American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (limited to Spanish majors and offered both fall and spring terms); International Business and Management (offered only in the fall term); and Tropical Sciences (offered only during spring terms). Students in all concentrations earn 16 semester hours of credit.

LOS ANGELES FILM STUDIES CENTER (LAFSC)

The Los Angeles Film Studies Center is designed to train students of Council institutions to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn, and work in the LA area near major studios. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry with a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit.

MIDDLE EAST STUDIES PROGRAM (MESP)

This program, based in Cairo, Egypt, allows Council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the region. MESP encourages and equips students to relate to the Muslim world in an informed, constructive, and Christ-centered manner at a time of tension and change. Students earn 16 semester hours of credit.

RUSSIAN STUDIES PROGRAM (RSP)

RSP students are exposed to the depth and diversity of the culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg, and Nizhnii Novgorod. In addition to three seminar courses entitled History and Sociology of Religion in Russia; Russian Peoples, Cultures, and Literature; and Russia in Transition, students receive instruction in the Russian language, choosing either four or six semester hours of language coursework. For those choosing four hours of Russian, a seminar course, International Relations and Business in Russia, is available. RSP strives to give students as wide an experience as possible in this complex nation, beginning with time in Moscow, the heart of both medieval and modern Russia. Students then spend 12 weeks in Nizhnii Novgorod, a strategic city on the Volga River. After six weeks of

language instruction, students live with a Russian family for the remainder of their stay in this city. Students also participate in a service opportunity in Nizhnii Novgorod. The program concludes with time in the complex and intriguing city of St. Petersburg, the Russian "window to the West." Students earn 16 semester hours of credit.

SUMMER PROGRAMME—CMRS, OXFORD

This program allows students to spend a summer term studying at the Centre for Medieval and Renaissance Studies (CMRS) in Oxford, England. The program includes multidisciplinary study of the Renaissance and Reformation through examination of philosophy, art, literature, science, music, politics, and religion of early modern Europe in a choice of lectures, seminars, and field trips. Students earn 6 to 9 semester hours of credit, which are administered directly to member institutions by CMRS.

SUMMER INSTITUTE OF JOURNALISM (SIJ)

Council campuses are invited to choose two student journalists to apply for this four-week, all-expenses-paid experience in Washington, D.C. Fifteen students are selected to participate in the Institute, which lasts from mid-May to mid-June. The institute blends classroom experience with hands-on work and provides an excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Students also participate in seminars taught by communications professors from Council member institutions, take part in field trips, and complete workshop projects for hometown newspapers. SIJ provides valuable insight and training in gathering and writing news, editing copy, and designing layout. The Institute develops students as Christian journalists—exhibiting both professionalism and legal/ethical integrity. Students earn 4 semester hours of credit.

THEOLOGICAL COLLEGE OF CHURCHES OF CHRIST OF NEW SOUTH WALES

The College has a co-operative arrangement with the Theological College of Churches of Christ of New South Wales (Sydney, Australia). This is a ministerial training school, offering primarily ministerial courses at the undergraduate level.

PHILOSOPHY

AREA OF HUMANE LEARNING

Associate Professor Kenneson

The philosophy minor supports the following goal of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts . . . and to understand a significant body of material in their major fields of study.

Philosophy involves a thorough examination of the most fundamental questions facing human beings. At Milligan, courses in philosophy are designed to foster the ability to think critically and analytically, communicate clearly and logically, interact with the philosophic tradition, and explore the relationship between philosophy and the Christian faith. Courses in philosophy also aid students in acquiring the intellectual skills needed for integrating knowledge in all areas of human inquiry. As a result, the philosophy minor helpfully complements nearly any major in the liberal arts, offering additional training and experience in critical thinking. Students planning to attend seminary or law school are particularly encouraged to consider the benefits of a philosophy minor.

Students who choose a minor in philosophy complete eighteen semester hours. Students who have completed the two-year Humanities program may receive three hours toward the philosophy minor.

301. History of Philosophy (Ancient)—A study of philosophy from the Greeks through Augustine. Offered occasionally. Three semester hours.

302. History of Philosophy (Modern)—A survey of the more important philosophical systems of the Western world from the Sixteenth Century to the Nineteenth Century. Offered occasionally. Three semester hours.

321. Ethics—A study of theoretical and practical problems of moral conduct and proposed solutions. Emphasis is given to the nature of ethics, values, rights, and obligations. Offered fall term alternate years. Three semester hours.

350. Comparative Religions—A comparative investigation of the structure and content of primitive, ancient, and contemporary religions. The study includes

consideration of major doctrines, figures, and developments. Offered spring term alternate years. Three semester hours. Same as Religion 350.

489. Directed Readings—A supervised program of readings which provides for study of material not included in the regular course offerings. One to three semester hours.

490. Directed Studies—A program of readings and conferences which provides for individualized study. One to three semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from semester to semester. One to three semester hours.

PHOTOGRAPHY

AREA OF PERFORMING, VISUAL, AND COMMUNICATIVE ARTS

Assistant Professor Anthony

A student may declare a Fine Arts major with a photography emphasis. For further information on this major, refer to the information under the listing of Fine Arts.

The photography minor fits well with numerous majors including but not limited to Bible, Business Administration, Communications, and Humanities. The study of photography may serve to foster students' avocational interests as well as prepare them for more concentrated photography studies in the future.

The photography minor is composed of eighteen semester hours as follows: Art 237, 310, 312, 337, 366, and 490 (or an equivalent). Course descriptions can be found under the "Art" listing.

PHYSICAL EDUCATION

AREA OF PROFESSIONAL LEARNING (EDUCATION)

Professor Wade
Associate Professors Doan and Kelly
Assistant Professor Simonsen

The Physical Education minor supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major fields of study.
>
> Students will gain an enriched quality of life through awareness of health issues appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.
>
> Students will participate in the activities of a healthy lifestyle such as intramurals, intercollegiate sports, musical and theatrical groups, student clubs, student government, and other campus-sponsored extracurricular endeavors, in preparation for life-long participation in similar activities.

The skills and knowledge gained through the Physical Education minor allow students to pursue jobs in community, school, recreational, or industrial settings and provides a springboard into various graduate programs. Additional courses are required for teacher licensure.

The minor in Physical Education consists of a minimum of nineteen hours and includes Human Performance and Exercise Science 101, 151 or 152, 271, 301, 310, 312, 308, 404, and 406.

The K–12 teacher licensure program for Physical Education includes Human Performance and Exercise Science 101, 204 or 205, 208, 252, 271, 300, 301, 308, 310, 312, 341, 350, 352, 404, 406, and Biology 250. The student seeking licensure should also examine the requirement for admission to the teacher education program found on Page 138.

PHYSICAL SCIENCE

AREA OF SCIENTIFIC LEARNING

Professors Junker, Lura, and Nix

The physical science minor supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major field of study.
>
> Students will gain an enriched quality of life through awareness of health issues, appreciation for both the arts and sciences, stewardship of resources, and preparation for graduate studies and a rewarding career or profession.

Students may seek to have a general exposure to the fields of chemistry and physics through the Physical Science minor. The flexibility which this minor allows a student who is interested in science as a complement to their chosen major may encourage more students to pursue their interest in the physical sciences

The physical science minor consists of twenty hours of science, which are Chemistry 151, 170, 171 and Physics 104 and 203.

PHYSICS

AREA OF SCIENTIFIC LEARNING

Assistant Professor D. A. Roberts

The physics course offerings are intended to prepare the student with a background appropriate to career pursuits. Physics 103 Physical Science and Physics 104 Earth and Space Science are intended to give non-science majors a broad exposure to general concepts. Physics 203 and 204 General Physics are the required one-year physics sequence taken by most science majors.

103. Physical Science—A survey study of the general concepts of modern chemistry, physics, astronomy, and geology directed at the non-traditional student. Offered spring term each year. Four semester hours.

104. Earth and Space Science—A study of the structure and mechanical principles of the universe. Recommended for students with backgrounds in high school algebra and science. Not applicable toward a science major except for those pursuing middle grades licensure. Offered every term. Four semester hours.

203–204. General Physics/Calculus—A study of the fundamental principles of mechanics and thermodynamics in the first semester and electricity and magnetism, wave motions, sound, light, and modern physics in the second semester. Prerequisite: Mathematics 211 or consent of the instructor. Offered as a year sequence beginning with the fall term every year. Four semester hours each semester.

POLITICAL SCIENCE

AREA OF SOCIAL LEARNING

Assistant Professor Peacock

The Political Science minor is designed for those who wish to study law, prepare for government service, or teach in a school setting. Political Science might be taken as a valuable adjunct to a major in History or Business Administration and Economics. (Also see American Studies Program.)

The Political Science minor supports the following goals of the College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts and the natural and social sciences, and to understand a significant body of material in their major fields of study.
>
> Students will demonstrate social responsibility in numerous ways.

The Political Science minor provides a broad foundation in the study of the political process, the function of government and governmental agencies, and the relationships among levels of government as well as the peoples served by those governments and their agencies. Students completing this minor will: (1) gain a knowledge foundation which they might apply to their major area of study; (2) be conversant with the objectives and functions of government

agencies; (3) display through their writing and participation in classes within the minor an increasing knowledge and appreciation of the responsibilities, tasks, and limits of governments/agencies; (4) demonstrate an awareness of the roles of citizenship at the local and broader levels.

The political science minor consists of eighteen hours that include 202, 203, 402, and 403, plus six hours of electives.

History majors pursuing secondary teaching licensure may add a Government endorsement by adding this minor and appropriate student teaching experience to their program of study.

202. American National Government—A survey of the principles of the American federal system and a study of the structure and function of the national government. Offered fall term each year. Three semester hours.

203. State and Local Government—A study of the structure and function of state and local governments in the United States and the political environment in which they exist. Prerequisite: Political Science 202. Offered spring term each year. Three semester hours.

290. Independent Study—Individualized study to enable the student either to study material in a field not now in the curriculum or to facilitate an individualized approach in a field not now covered in a single course. Not open to freshmen. TBA. One to three semester hours.

304. Government and Business—A survey of governmental regulation of economic activity, such as public utilities, transportation, security issuance and commodity markets, competitive practices, and agriculture with brief reference to labor and total wartime controls. Both the economic and political effects of such regulations are considered. Offered spring term each year. Three semester hours.

360. The Presidency—An emphasis upon topics regarding the President of the United States. The course will focus upon some particular aspect of the office such as budgeting rather than serve as a general review. Two semester hours. Available usually in American Studies Program.

361. Domestic Politics—The content of the course will vary with each offering. Possible topics include human life legislation, the U.S. Congress, and other contemporary issues. Two semester hours. Available usually in American Studies Program.

370. International Affairs—A study of issues relating to problems facing the United States in international relations. The course will focus upon a topic such as nuclear proliferation or disarmament. Two semester hours. Available usually in American Studies Program.

402. Political Theory (Ideology)—A comparative study of four contemporary ideologies—Fascism, Communism, Conservatism, and Liberalism—and their implications for the state, the individual, progress, leaders and followers, freedom, justice, fraternity, etc. Three semester hours.

403. American Constitutional Law—A survey of the historical development of the American Constitution with emphasis on the role of the judicial branch of the government as arbiter in determining the respective limits on national and state power, in protecting the individual against that national and state activity which offends the Bill of Rights and other constitutional guarantees of liberty and property, and in securing civil rights. Selected court cases will be studied. TBA. Three semester hours.

489. Directed Readings—Supervised independent readings for a greater depth or a different approach than provided in other courses. Prerequisite: Political Science 202. TBA. One to three semester hours.

490. Directed Studies—A program of readings and conferences which provides for individualized study. TBA. One to three semester hours.

491. Field Work—A practicum experience that involves the student in a supervised position in government for the joint purpose of learning about government and possible professional choices. Prerequisite: Political Science 202. TBA. One to three semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from semester to semester. Prerequisite: Political Science 202. TBA. One to three semester hours.

PRE-PROFESSIONAL PROGRAMS (MEDICAL AND LAW STUDENTS)

The pre-medical and pre-dental programs at Milligan College are highly competitive and quite variable, depending upon the student's choice of major and minor. Milligan College graduates have generally been successful in obtaining

admission to medical and dental schools throughout the nation. Additional information may be obtained from the pre-medical and pre-dental advisers.

Milligan College does not recommend or offer a major in "pre-law" as such. This stand is in keeping with both the broad educational philosophy of Milligan College and the philosophy expressed by the Statement of the Association of American Law Schools on Prelegal Education. American law schools do not encourage the undergraduate student to "learn the law," but rather stress the necessity of the pre-law student's acquiring certain comprehensive skills, such as "comprehension and expression in words," "critical understanding of human institutions and values," and the development of "creative power of thinking." While a student planning for a specific phase of the law (e.g., tax law) may find certain undergraduate majors or courses desirable (e.g., business or accounting), any solid academic major is equally acceptable to American law schools and recommended by Milligan College.

The baccalaureate degree is conferred by Milligan College upon a student who enters a standard medical or law college before completion of the baccalaureate degree, subject to the following conditions:

Completion of six semesters or ninety hours in residence in Milligan College.
Fulfillment of all general education requirements and completion of a minor.
Submission to the Registrar of the credits earned in the medical or law school.

PSYCHOLOGY

AREA OF SOCIAL LEARNING

Professor Allen
Associate Professors Kariuki and Mills
Assistant Professors Abner and Drinnon

The mission of the Psychology major at Milligan College is related to the objectives of the College. Students who pursue the study of Psychology are challenged to display sound scholarship in the field through their reading and analyzing sources within the realm of Psychology. The students should be familiar with and able to communicate their familiarity and analyses clearly and effectively. The students should be able to use this knowledge base in Psychology to appreciate areas of the Lord's creation and to understand the inter-relatedness of all learning. Students of Psychology should display a sense of ministry through their knowledge of Psychology and a willingness to use their knowledge in service and ministry to others.

The specific objectives of the Psychology major are:

When completing the program of study, students should be familiar with the knowledge bases within the study of Psychology. Examples of these bases include, but are not limited to, lifespan development, research methodology, statistical tools, personality, systems and history of the field.

Students should be reading and appreciating research in the fields of Psychology at increasing levels of sophistication as the students progress through the Psychology program.

Students should be able to communicate in written and verbal media their knowledge and comprehension of Psychology and should be able to generate research.

The students will develop through service learning opportunities a tolerance and appreciation of persons who differ from themselves in culture, ethnicity, socioeconomic status, age, gender, and other characteristics.

The psychology curriculum emphasizes the principles and applications of substantive psychological knowledge both as a natural science and as a social science. The major and minor are designed to ensure that each student receives a broad background in psychology while at the same time offering opportunities, if desired, to pursue specialization in an interest area. The field of psychology has been undergoing rapid change. New professional opportunities are constantly evolving. The best source of information about these will be the student's adviser.

The required courses in the psychology major are Psychology 250, 252, 259, 350, 353, 401, 422 or 427, and 470. In addition, students must complete Mathematics 213. Electives should be chosen in consultation with the psychology adviser. The Bachelor of Arts degree requires the intermediate year of a modern foreign language plus thirty-six hours in the major. The Bachelor of Science degree requires thirty-six hours in the major. Those completing the major must demonstrate facility in the usage of computers in research and statistics. This is accomplished typically through the courses Psychology 259 and 470.

Students who intend to complete a bachelor's degree in psychology and to apply for admission to the Master of Science in Occupational Therapy program should examine the list of prerequisites on Page 243.

Psychology majors pursuing secondary (grades 9–12) teaching licensure must include Psychology 253, 357, and 422 in the major. Education 150, 152, 231, 308, 408, 454, 460, and 471 are also required.

The interdisciplinary Early Childhood Development major is designed to support students pursuing Early Childhood Education teaching licensure. It includes Psychology 250, 252, 253, 353, 357, 422, three elective Psychology credits, Sociology 201 and 303, and Education 232, 245, 301, and 431 (38 credit hours). The Educational Studies: Early Childhood minor and additional teacher licensure courses are required for those seeking teacher licensure.

The minor in psychology requires Psychology 250, 252, and 350 plus nine additional semester hours.

100. Introduction to College and Careers—A course focusing on those behaviors necessary to succeed in college, in careers, and in life in general. These include career exploration, management of resources such as time and money, and a growing awareness of self. Required of all freshmen during the first semester of attendance. Offered every term. One semester hour.

250. General Psychology—An introduction to the discipline of psychology. The study covers the background, methodology, and major findings from each of the major sub-areas of psychology. Offered every term. Three semester hours.

252. Developmental Psychology—A study of the origins of psychological processes and general genetic principles and development of the individual in physical, lingual, social, intellectual, emotional, and personal areas. Offered every term. Three semester hours.

253. Child Development—An in-depth study of the physical, cognitive, social, and emotional development of the child from birth through adolescence. Development, care, and guidance of the child are examined in relationship to major theories of child and adolescent development. This course is designed for professionals who work with infants, children, and adolescents in a variety of settings. Offered fall term each year. Three semester hours.

259. Experimental Psychology—A study of research methodologies in psychology with special emphasis upon experimentation. The study covers research planning, experimental design, data collection and analysis, and the construction of models and theories. Laboratory work emphasizes application of these concepts. Prerequisite or corequisite: Psychology 250 or Mathematics 213. Offered every term. Three semester hours.

290. Independent Study—Individual study to enable the student either to examine material not in the curriculum or to facilitate an individualized approach

in a field not now covered in a single course. Not open to freshmen. Offered as needed. One to three semester hours.

350. Social Psychology—A study of the individual in society. Some emphasis is given to research and experimentation. Offered every term. Three semester hours.

353. Theories of Personality—An examination of contemporary theories of personality development in the context of Christian, scientific, historical, social, and political events. Prerequisite: Psychology 250. Offered spring term each year. Three semester hours.

357. Introduction to the Theory and Practice of Counseling—An introduction to counseling and psychotherapy primarily by practicing the skills that constitute the counseling process. The aim is to utilize class-members for the practical applications and implementation of techniques in the therapeutic process, as well as to develop a balanced view of the major concepts of various therapies. Prerequisite: Psychology 250. Offered every term. Three semester hours.

358. Abnormal Psychology—A careful consideration of the data and principles which have proved helpful in interpreting deviations from normal behavior. Offered fall term each year. Three semester hours.

401. History and Systems of Psychology—An overview of the historical context and ecclesiastical, social, and cultural milieus in which the contemporary psychological theories evolved. History and Systems is a capstone course and should be taken in the senior year. Offered fall term each year. Three semester hours.

422. Learning and Memory—A study of basic principles of learning and memory and their applications. The controversy of the relative effects of nature and nurture on learning will be studied, as will types of learning, methods of acquisition, and memory enhancement. Offered fall term each year. Three semester hours.

427. Physiological Psychology—An examination of current developments in the field of physiological psychology. The course includes an exploration of the physiological bases of emotion, sleep, sexual behavior, hunger and thirst, learning and memory, psychopathology, as well as drug use and abuse. Prerequisites: Psychology 250 and 259. Offered spring term each year. Three semester hours.

470. Research Methods—An examination of research methods used in the development of a research project, including reviewing literature, developing a research proposal, collecting data, using appropriate statistical procedures, and

reporting a description of findings. Offered fall term each year. Three semester hours.

480. Seminar on Vietnam—A survey of the Vietnam era in United States history. This course examines precursors in the U.S. and Southeast Asia, the Vietnam era itself, and the war's legacies to the nation and its people. Both historical and psychological issues are examined. Offered spring term even years. Three semester hours.

489. Directed Readings—A supervised program of readings which provides for study of material not included in the regular course offerings. TBA. One to three semester hours.

490. Directed Studies—A program of readings and conferences which provides for individualized study. TBA. One to three semester hours.

491. Field Work in Psychology—Supervised field work in various institutions and agencies, including children's homes, schools, homes for the aging, delinquency and probation programs as well as work with other agencies. Prerequisite: Consent of the instructor. Offered every term. Three to six semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from semester to semester. TBA. One to three semester hours.

RELIGION

AREA OF BIBLICAL LEARNING

Professor Higgins
Associate Professor Kenneson

350. Comparative Religions—A comparative investigation of the structure and content of primitive, ancient, and contemporary religions. The study includes consideration of major doctrines, figures, and developments. Offered spring term alternate years. Three semester hours. Same as Philosophy 350.

351. Philosophy of Religion—A study of the nature and meaning of religion within various world views, including a comparative study of the more important religious movements. Prerequisite: Either Humanities 202 or Philosophy 301 and 302. Offered periodically. Three semester hours.

421. Sociology of Religion—A study of interactive relationships between religious and other social institutions with special attention to the contemporary American religious scene. Offered fall term alternate years. Three semester hours. Same as Sociology 421.

430. Servanthood in the Third Millenium—An examination of the nature of servanthood and the formation of the servant of Christ for the world. Topics include identity of the servant, spiritual formation, the role of community, the servant and culture, preparation for service, and serving across cultural lines. Offered periodically. Three semester hours.

440. The Religions, Peoples, and Cultures of Africa—An introduction to the continent and peoples of Africa. Topics include African history, geography, religious life, cultural diversity, historical and current events on the African continent, and missions in Africa. Offered periodically. Three semester hours.

460. Folk Religion—An introduction to the institutions and phenomenology of folk religions within the North American context and around the world. Topics include an examination of folk worldviews, practices, and belief systems in diverse cultures, with particular attention given to missiological implications. Offered fall term alternate years. Three semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from semester to semester. Offered periodically. One to three semester hours.

SOCIOLOGY

AREA OF SOCIAL LEARNING

Professor Higgins
Associate Professor Beck

The sociology major supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically; to communicate clearly and effectively; to evidence knowledge and competencies in the liberal arts and the natural and social sciences; and to understand a significant body of material in their major fields of study.

Students will demonstrate social responsibility in numerous ways, such as serving in churches, on the mission field (domestic and foreign), and with social agencies; mentoring, nurturing, and protecting others; and displaying increased understanding of and experience with other cultures.

The sociology curriculum emphasizes the principles and application of sociological knowledge. The major and minor are designed to ensure that each student receives a broad background in sociology. The sociology curriculum is designed for the student preparing for a variety of careers, including but not limited to academic sociology (research and/or teaching), and social agency and social service work. The sociology curriculum also contributes to the application of sociological principles to daily life.

Graduates with a major in Sociology are expected to (1) demonstrate knowledge of core concepts in sociology and qualitative and quantitative research and analysis skills appropriate to the field of sociology; (2) demonstrate knowledge of and appreciation for people who differ from themselves in cultural background, ethnicity, socioeconomic status, age, gender or other socially significant characteristics; (3) participate in community service that will both enhance their understanding of course materials and give them experience that will assist them in starting on a lifetime commitment to service; and (4) be prepared for acceptance into a graduate program in sociology or a related field.

The Bachelor of Arts degree in Sociology requires foreign language proficiency through the intermediate year of a modern foreign language plus thirty hours in the major. The Bachelor of Science degree in Sociology requires thirty hours in the major. The required courses in the sociology major are Psychology 350 and Sociology 201, 210, 303, 311 OR 312, 314, 401 and 451. Those completing the major must demonstrate computer competency.

Sociology majors pursuing secondary (Grades 9–12) teaching licensure must also complete Education 150, 152, 231, 308, 408, 454, 460 and 471.

The minor in sociology requires Sociology 201, 210, 303, 451; Psychology 250; and 3 elective hours, for a total of 18 hours.

201. Introduction to Sociology—A scientific study of human society and the various means by which individuals and groups adjust to each other and to their physical and social environment. Offered every term. Three semester hours.

210. Introduction to Cultural Anthropology—A study of the dynamics of culture and society: folkways, mores, and institutions and their significance for

comprehending the variations in contemporary cultural orientations, customs, and manners. Available to sophomores, juniors, and seniors. Offered spring semester. Three semester hours.

295. Latin American Cultures—An introduction to Latin America, focusing on the social, political, economic, religious, and other characteristics of many different Latin American cultures. This course will employ research findings and perspectives from a number of different disciplines, including sociology, history, political science, and anthropology to explore the region's historical development, its cultural diversity, and some of its critical social problems. Students do not have to speak or read any Spanish to take this course. Offered fall term alternate years. Three semester hours.

303. Family—A study of the social significance of the modern American family viewed in the perspective of its cultural heritage. Available to juniors and seniors. Offered every term. Three semester hours.

311. Social Problems—An application of sociological perspectives to understanding major problems confronted in American society and internationally. Topics include crime and delinquency; poverty, homelessness; substance abuse; family and sexual violence; urban problems; ethnic, racial, and political conflicts; and the social dimensions of environmental issues. Prerequisite: Sociology 201. Offered fall term alternate years. Three semester hours.

312. Gender and Society—An examination of the social construction of gender and its consequences for individuals and societies. Topics include biological theories of gender differences, cross-cultural comparisons of gender expectations, childhood socialization, gender and the educational system, language and the media, gender and relationships, work and economic issues, and health issues. Prerequisite: Sociology 201. Offered spring term each year. Three semester hours.

314. Race and Ethnic Relations—A study of racial and cultural contacts and conflicts, including an analysis of prejudice and discrimination, status and participation of minority groups, and national and international aspects of minority problems. Prerequisite: Sociology 201. Offered fall term even years. Three semester hours.

321. Sociology of Death, Dying, and Bereavement—An exploration of the current literature on death and dying. The approach is cross-cultural, even though the emphasis is on death and dying customs and practices in North America. Offered fall term alternate years. Three semester hours.

360. Aspects of Intercultural Studies—A study of inductive and theoretical analyses of the various challenges which result when differing cultural systems (e.g., family life, politics, economics, etc.) come into sustained contact, with special attention to (1) effective approaches to meeting the challenges, and (2) effective communicative strategies. Offered fall term odd years. Three semester hours.

380. Principles of Social Work—An introduction to the profession of social work and an overview of the professional knowledge, skills, and values necessary for generalist social work practice. The student is introduced to the historical evolution of social work, the history of social welfare, the various fields of social work practice, and general systems theory. Offered fall term each year. Three semester hours.

381. Social Welfare Policies and Services—A study of social welfare policy, its theoretical orientations and philosophical underpinnings, as well as private and public social programs and issues which comprise the United States welfare system. Attention will be given to those social policies/programs which have a major impact on generalist social work practice. Offered spring term each year. Three semester hours.

401. Sociological Research—An introduction to the methods of data collecting and analysis and the interpretation of social data. Prerequisite: Sociology 201 or permission of instructor. Offered spring term each year. Three semester hours.

413. Seminar in Aging—An application of sociological principles, theories, and research findings to the understanding of the process of aging, the relationship of the aged to other segments of the population, and aging in other cultures. Topics include economic needs and resources of older people, issues of health and health care, work and retirement, psychological and physical changes, marriage and other relationships, and death and bereavement. Prerequisites: Sociology 201. Offered spring term alternate years. Three semester hours.

421. Sociology of Religion—A study of the dynamic relationships between religious and other social institutions with special attention to the contemporary American religious scene. Offered fall term even years. Three semester hours. Same as Religion 421.

451. Sociological Theory—A broad survey of sociological thought from the earliest theorists in the 19th century to developments in the 1980s and 1990s. Prerequisite: Sociology 201. Offered fall term each year. Three semester hours.

461. Dynamics of Culture Change—A study of the identification of the processes of culture change, both internal and external, and critical study of theories offered to account for culture change. Offered fall term odd years. Three semester hours.

470. Health, Illness, and Health Care Systems—This course uses the sociological perspective to analyze illness and health, and to examine medical and health care systems. Topics include social and behavioral influences on illness, health-care funding issues, historical and contemporary issues in nurse-physician relationships, patients' rights issues, and health issues concerning specific groups such as rural people, minority group members, children and teenagers, the poor, the homeless, and women. Offered fall term alternate years. Three semester hours.

489. Directed Readings—A supervised program of readings which provides for study of material not included in the regular course offerings. TBA. One to three semester hours.

490. Directed Studies—A program of readings and conferences which provides for individualized study. TBA. One to three semester hours.

491. Field Work in Sociology—Supervised field work in various institutions and agencies including children's homes, homes for the aging, delinquency and probation work, as well as work with other agencies. Prerequisite: Sociology 201 and consent of the instructor. TBA. Three to six semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from semester to semester. TBA. One to three semester hours.

SPANISH

AREA OF HUMANE LEARNING

Associate Professor Woolard

The Spanish program supports the following goals of Milligan College:

> Students will demonstrate sound scholarship through their ability to read and think analytically and critically, to communicate clearly and effectively, to evidence knowledge and competencies in the liberal arts.

> Students will gain an enriched quality of life through . . . appreciation for the arts . . . and preparation for graduate studies and a rewarding career or profession.

The Spanish program emphasizes the four language skills of listening, speaking, reading, and writing. While the primary focus is on developing competency in communication, the Humanities: Spanish major provides a foundation in the literature and culture of the Spanish-speaking world. Through a required intensive language experience, which provides direct contact with the culture and the language, students develop a cultural awareness of a Spanish-speaking society. The project undertaken in the Humanities 490 course further develops the student's ability to access information through the Spanish language. As an affiliate program in humanities, it provides the opportunity to integrate studies in Spanish and Hispanic cultures with those of other western cultures. Students are encouraged to fulfill requirements for a minor from the disciplines of history, English, philosophy, fine arts, another foreign language, or Bible. Graduates may pursue careers in teaching, in translating and interpreting (with additional study), in the tourism and hospitality industry, or in the diplomatic services. Spanish is a valuable asset in international business and in international agencies. In certain regions, Spanish is necessary for elementary and high school teachers of all subject areas and for social service careers.

Graduates with a major in Humanities: Spanish will have developed: (1) competency in communication, utilizing the Spanish language; (2) a cultural awareness of Spanish language societies and an empathy for them; (3) the ability to acquire information accessed through the Spanish language.

The major in Humanities: Spanish consists of twenty-four hours and includes Spanish 301, 302, 311, 312, 401, and 402. Students must also complete English 312 and Humanities 490. An extensive language experience in the United States or abroad (approved by the Foreign Language Coordinator) must be included in the major.

The secondary Spanish teacher licensure program includes Spanish 211, 212, 301, 302, 311, 312, 401, 402, English 312, and Humanities 490.

The minor in Spanish consists of eighteen semester hours beyond the level of Spanish 111–112.

111–112. Elementary Spanish—A proficiency-oriented introductory course emphasizing oral communicative skills, including the essentials of grammar, practical vocabulary, and basic reading and writing skills within a cultural context. Three class periods and one laboratory period per week. Spanish 111 offered fall

term each year; Spanish 112 offered spring term each year. Three semester hours each semester.

211–212. Intermediate Spanish—A proficiency-oriented intermediate course consisting of a review of elementary skills and an integrated development of more complex listening, speaking, reading and writing skills. Cultural and literary readings serve as a basis for class discussion and written compositions. Three class periods and one laboratory period per week. Spanish 211 offered fall term each year; Spanish 212 offered spring term each year. Three semester hours each semester.

301–302. Advanced Conversation and Composition—Intensive practice in the oral and written language with emphasis on vocabulary, syntax, and culture necessary for communication. Classes are conducted in Spanish. Prerequisite: Spanish 211–212 or equivalent. Spanish 301 offered fall term every three years; Spanish 302 offered spring term every three years. Three semester hours each semester.

311. Survey of Spanish Literature: Iberian—An overview of the literature of Spain from the Middle Ages to the present day. Selections from prominent authors of different periods and genres are read. Readings and discussions are in Spanish. Prerequisites: Spanish 211 and 212 or equivalent. Offered fall term every three years. Three semester hours.

312. Survey of Spanish-American Literature—An overview of the literature of Latin America from the Colonial Period to the present. Selections from prominent authors of different periods, genres, and countries are read. Readings and discussions are in Spanish. Prerequisites: Spanish 211 and 212 or equivalent. Offered spring term every three years. Three semester hours.

401. Civilization and Culture of Spain—A study of Spanish civilization and culture from prehistoric times to the present. Topics include geography, history, political and social structures, culture, and the arts. Readings, class discussion, and reports are in Spanish. Offered fall term every three years. Prerequisites: Spanish 211 and 212 or equivalent. Three semester hours.

402. Civilization and Culture of Latin America—A study of Latin American civilization and culture from the ancient Indian civilizations to the present. Topics include geography, history, political and social structures, culture, and the arts. Readings, class discussions, and reports are in Spanish. Offered spring term every three years. Prerequisites: Spanish 211 and 212 or equivalent. Three semester hours.

490. Directed Studies—A program of readings and conferences which provides for study of material not included in the regular course offerings. Available on demand. One to three semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, writing, and concentration in areas beyond regular course offerings. Topics vary from semester to semester. Available on demand. One to three semester hours per semester with a maximum of six semester hours.

THEATRE ARTS

AREA OF PERFORMING, VISUAL, AND COMMUNICATIVE ARTS

Professor Major

A student may declare a Fine Arts major with a theatre emphasis. For further information on this major, refer to the information under the listing of Fine Arts.

The theatre arts minor fits well with numerous majors including but not limited to Bible, Business Administration, Communications, English, History, Humanities, and Psychology. The study of theatre may serve to foster students' avocational interests as well as prepare them for more concentrated theatre studies in the future.

The theatre arts minor consists of eighteen semester hours and must include Theatre 141, 151, 242, 340; English 460 or 461; and two semester hours of Music 100. Human Performance and Exercise Science 208 may also apply toward the minor.

Milligan College offers teacher licensure in Theatre for grades K–12. Those interested in licensure to teach must take the following theatre courses in addition to required education courses: Theatre 141, 151, 240, 242, 340, 343, 345; English 460 and one course from 411, 412, and 461.

141. Fundamentals of Voice/Stage Movement—A survey course introducing the student to major vocal production and stage movement theorists as well as the LeCoq-based mask work and an introduction to stage dialects and stage combat. Offered spring term each year. Three semester hours.

151. Introduction to Theatre—The history and literature of the theatre from its Greek origins to the present. This course is designed to help the student relate drama in its historical context to contemporary man. Some emphasis is placed on films, dance, and musical theatre. The course is supplemented by films, attendance

at area performances, and production work on the current semester's drama production. Offered fall term each year. Three semester hours.

240. Theatre Make-up—An introductory studio course emphasizing the basic principles, theories, and techniques of two-dimensional theatrical make-up. The principles learned in this class may be applied to any theatrical stage environment as well as to film and television production. "Hands-on" experience is emphasized. Offered fall 2000; thereafter spring term each year. Three semester hours.

242. Fundamentals of Acting—A study of techniques in acting. Class exercises are designed to develop relaxation, concentration, and improvisation skills. Audition techniques, monologue studies, and scene study are also emphasized. Laboratory experience includes participating in some facet of the current semester's drama production. Offered fall term each year. Three semester hours.

340. Fundamentals of Directing—A course emphasizing study of the various elements in the production of a play: theory, selection of plays, production, interpretation of the play, scene design, costumes, and make-up. The course culminates in the direction of a one-act play for the public. This course is especially recommended for students preparing to supervise plays in the public schools. Offered spring term of even years. Three semester hours.

343. Scenography—A holistic approach to theatrical design taught every two years from one of two perspectives: scenic, lighting, sound, and props or costumes, masks, and props. Emphasis is placed on basic skills, including rendering and sketching techniques. Students are required to work on one or more technical areas of the current semester's production. Offered as needed. Four semester hours.

345. Theatre Workshop—An opportunity to gain experience in practical theatre work: touring, costuming, lighting, set designing, producing, and directing. Approval of instructor is required. Offered every term. One to six semester hours.

470. Readings in Drama—A concentrated program of readings in drama designed to provide a solid repertory for the beginning dramatist. Prerequisite: six hours in Theatre Arts. Offered summer term each year. One to three semester hours.

490. Theatre Performance Recital/Portfolio—A capstone course for Theatre emphasis majors in the Fine Arts. An individualized course of study to be determined by the student and an advisory committee. Performance students may do this in the form of an acting recital or final directing or playwriting project,

while design oriented students may elect to do comprehensive work on preparing their design portfolio. Seniors only. Approval of chair is required. Three semester hours.

495. Seminar—A seminar designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics vary from semester to semester. TBA. One to three semester hours.

Guest Equity artist Gabriel Morrow (Hamlet) and Adam K. Meyers (Horatio) quiz the whimsical Warren McCrickard (Osric) in the spring 2001 production of the Shakespearian classic.

Hamlet (guest Equity artist Gabriel Morrow) and Ophelia (Shannon Blowers) in the spring 2001 production of the Shakespearian classic.

YOUTH MINISTRY

AREA OF BIBLICAL LEARNING

Professors Higgins, L. Magness, and R. D. Roberts
Associate Professors Farmer and Helsabeck
Assistant Professors Heard, Matson, and Miller

As a part of "changing lives and shaping culture," Youth Ministry is one of the most strategic opportunities to make an impact on people and the world. Beginning with "A Positive, Personal Faith that Jesus is Lord and Savior" this major supports and implements "A Commitment to Follow the Teachings of the Christian Scripture in One's Personal and Social Ethics." Because the youth of today are so important now and will be the unquestioned leaders of tomorrow, Youth Ministry emphasizes the "Capacity to Recognize and Assume Responsibility in Society." Classes focusing on biblical and historical foundations promote "The Knowledge, Meaning, and Application of Sound Scholarship" as do all the others that comprise this major, and, because of the attention given to youth, there is considerable emphasis on "Participation in the Activities of a Healthy Lifestyle." Youth Ministry fits well into the overall purpose and mission of Milligan College, and the College provides excellent preparation for serving Jesus Christ through ministry to youth.

The Youth Ministry major prepares people to lead in ministering to and with young people, and that may include those from early childhood up through early adulthood. Both Youth Ministers and Children's Ministers will find this major effective in basic preparation for service, as will Campus Ministers, workers with various parachurch ministries such as camps, youth organizations, evangelism efforts and many more. Because of the strong foundation incorporated into this major, people will have basic preparation to move into other areas of ministry from a traditional role.

Milligan College expects those who graduate with Youth Ministry majors to (1) be equipped to stay abreast of current changes in youth culture and communicate effectively through all those changes; (2) be prepared for service in a leadership role of ministry in the church and able to function as part of a team/staff relationship; (3) have a good foundation in biblical, church historical, and practical studies in order to prepare and deliver sound teaching to youth and to continue in lifelong learning; (4) be equipped to pursue seminary or graduate education with a good preparation for that advanced study, and (5) provide a good Christian example as a student of scripture. Emphases of spiritual dependence upon God,

solid academic study, including serious study of the Bible itself, and practices of both integrity and effectiveness highlight a Youth Ministry major from Milligan.

The Youth Ministry major at Milligan leads to the B.A. degree, which requires the study of a foreign language through the intermediate level. In addition to the Bible courses required of all students (Bible 123, 124, and 471), the major requires thirty-five hours which must include Bible 201, 202, plus three additional hours of Old Testament; History 341–342, 431; Christian Ministries 217, 250–253 for two hours, 261, 273, 318, 321, and 491 for two hours. A minor course of study must be selected from an area other than the Bible Area.

The minor in Youth Ministry consists of twenty hours and includes Bible 201, 202, 211, History 341, 342; and Christian Ministries 217 and either 318 or 321.

THE MILLIGAN COMMUNITY

We distinguish those who hold some form of membership in the College as the "Milligan Community." Membership consists of five classifications: trustees, advisors, faculty, students, and alumni. The term "Community" thus refers not to a geographic or social locality but rather to persons sustaining a relationship to one another through their membership in the College. These persons are held together by a common heritage, by common ideals, and by commitment to a common ultimate goal. Experience set in such a community is productive of a common spirit, a deep affection, a mutual trust, and an enthusiasm in discharging the responsibilities and enjoying the rewards incident to membership in the College.

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Craig S. Farmer, Associate Professor of History and Humanities (1993), B.A., Haverford College; M.A., University of Chicago; Ph.D., Duke University; Universitat Augsburg.

Mark P. Fox, Vice President for Student Development (1998), B.S., Milligan College; M.B.A., Western Carolina University; East Tennessee State University.

Christy I. Gamble, Assistant Professor of Occupational Therapy (1998), B.S. and M.H.S., Medical University of South Carolina; Ph.D., The University of Tennessee, Knoxville.

Paula Counts Gentry, Director of Adult Education (1991), B.A., College of St. Francis; M.Ed., University of Illinois, Champaign/Urbana; Milligan College.

Marvin E. Glover, Jr., Associate Professor of Mathematics and Women's Tennis Coach (1990), B.S., Athens State College; M.S., Vanderbilt University.

William B. Greer, Chair of Professional Learning (Business), Associate Professor of Business and Economics and J. Henry Kegley Honorary Chair of Business and Economics (1994), B.A., Milligan College; M.B.A., East Tennessee State University; Ph.D., The University of Tennessee, Knoxville.

R. Christopher Heard, Assistant Professor of Bible (1998), B.A. and M.A., Abilene Christian University; Ph.D., Southern Methodist University.

W. Dennis Helsabeck, Jr., Associate Professor of History (1982–1984, 1989), B.S., University of Wisconsin—Madison; M.S., Indiana University—Bloomington; M.A., University of Oregon; M.A., Luther Seminary; University of North Carolina—Greensboro; Emmanuel School of Religion.

Susan Gayle Higgins, Professor of Sociology (1977), B.A., Lincoln Christian College; M.A. and Ph.D., Indiana University.

Julia G. Holmes, Professor of Education (1988–90; 1993), B.S. and M.S., Troy State University; Ed.D., The University of Alabama.

Lyn C. Howell, Assistant Professor of Education (2001), B.A, Marshall University; M.S., University of La Verne; M.Ed., Georgia Southwestern; Candidate, Ph.D., University of New Mexico.

Donald R. Jeanes, President (1997), B.A. and D.D., Milligan College; M.Div., Emmanuel School of Religion; Emory University; University of Kentucky at Lexington; Middle Tennessee State University.

Diane E. Junker, Professor of Chemistry and Nursing (1984–88; 1992), B.S. and B.S.N., Milligan College; Ph.D., University of Pittsburgh; The University of Tennessee, Knoxville.

Patrick N. Kariuki, Associate Professor of Education (1995), B.A., Lee College; M.A. and Ed.D., East Tennessee State University.

Karen L. Kelly, Associate Professor of Biology and Occupational Therapy (1993), B.S., Milligan College; Ph.D., University of California at Los Angeles.

Philip D. Kenneson, Associate Professor of Theology and Philosophy (1992), B.A., Butler University; M.Div., Emmanuel School of Religion; Ph.D., Duke University.

Phyllis A. King, Assistant Professor of Nursing (1995), B.S.N., East Tennessee State University; M.S.N., The University of Tennessee, Knoxville.

Charlene L. Kiser, Assistant Professor of Humanities (1989), B.A., Milligan College; M.A. and M.A., East Tennessee State University; The University of Tennessee, Knoxville; Virginia Polytechnic Institute and State University; Michigan Technological University.

Jack L. Knowles, Chair of Humane Learning and Professor of English (1970), B.A., Milligan College; M.A. and Ph.D., The University of Tennessee, Knoxville; The Ohio State University; University of Oxford.

Gary L. Leek, Associate Professor of Biology (1998), B.S., University of Missouri; M.S., Auburn University; Ph.D., Michigan State University.

Jill A. LeRoy-Frazier, Assistant Professor of Humanities and Writing (2001), B.A., University of Louisville; M.A. and Ph.D., University of Michigan.

Richard D. Lura, Chair of Scientific Learning and Professor of Chemistry (1971–1985; 1988), B.S., University of Wisconsin—Madison; Ph.D., Iowa State University; Medical College of Virginia.

J. Lee Magness, Britton Professor of Bible and Vera Britton Chair of Bible (1983), B.A., Milligan College; M.Div., Emmanuel School of Religion; Ph.D., Emory University; Vanderbilt University.

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Robert L. Mahan, Jr., Associate Professor of Accounting (1988), B.B.A., Grand Valley State College; M.Acc., University of Georgia; Certified Public Accountant.

C. Richard Major, Chair of Performing, Visual, and Communicative Arts and Professor of Theatre (1985), B.A., Milligan College; M.F.A., Michigan State University; Ohio University.

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Nancy R. McKee, Reference Librarian (1999), B.A., Meredith College; M.L.I.S., University of Wisconsin—Milwaukee.

Jeffrey D. Miller, Assistant Professor of Bible (1999), B.Th. and B.A., Nebraska Christian College; M.Div., Emmanuel School of Religion; East Tennessee State University; Iliff School of Theology and The University of Denver.

Lori L. Gibson Mills, Associate Professor of Psychology (1993–1999; 2000), B.S., Milligan College; M.A. and Ph.D., University of Louisville.

K. Bruce Montgomery, Sub-Area Chair of Communications and Associate Professor of Communications (1995), B.S.L., Minnesota Bible College; M.Div., Christian Theological Seminary; Ph.D., Bowling Green State University.

Norma J. Morrison, Professor of Education (1982), A.A., Indian River Junior College; B.A., Florida State University; M.A.T. and Ed.D., East Tennessee State University; Milligan College; University of Oregon.

Isaac L. Nidiffer, Assistant Professor of Mathematics (1995), B.S. and M.S., East Tennessee State University.

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Tamara O. Pettit, Public Services Librarian (1995), B.A., King College; M.S.I.S., The University of Tennessee, Knoxville.

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Philip S. Roberson, Chair of Professional Learning (Education), Associate Professor of Early Childhood Education, and Director of Teacher Education (1998), B.A., Harding University; M.A., Texas Tech University; M.R.E., Abilene Christian University; Ph.D., Oklahoma State University.

R. David Roberts, Chair of Biblical Learning, Kenneth E. Starkey Chair of Bible and Christian Ministries and Professor of Bible (1982), A.B., Milligan College; M.Div. and D.Min., Southern Baptist Theological Seminary.

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THE ADJUNCT FACULTY

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David P. Marwede, Adjunct Instructor of Latin (1993), B.A., University of Maryland; M.A. and Ph.D., Johns Hopkins University.

Laura E. Matney, Adjunct Instructor of Education (1998), B.S., Milligan College; M.S., East Tennessee State University; West Georgia College; Johnson Bible College; Cumberland University.

Kathleen G. McInturf, Adjunct Instructor of Education (1997), B.A., Milligan College; M.A., Tusculum College; East Tennessee State University; Edison Junior College.

Jason A. Mead, Adjunct Instructor of Bible (2001), B.A., Milligan College; M.Div., Emmanuel School of Religion.

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Timothy M. Mutschlecner, Adjunct Instructor of Applied Music (1999), B.M., Indiana University; M.M., The Cleveland Institute of Music; The University of Florida.

Michael Pinner, Adjunct Instructor of Humanities (2001), A.A., Brevard College; B.A., Central Wesleyan College; B.A., University of North Carolina—Asheville; M.Div., The Divinity School, Duke University; M.A. and Ph.D., Florida State University.

Gary W. Potter, Adjunct Instructor of Communications (1997), B.S., East Tennessee State University; M.A., Marshall University; University of Kentucky; The University of Tennessee, Knoxville; Tri-Cities State Technical Institute.

David A. Roberts, Adjunct Instructor of Physics (1976), B.A., Bloomsburg State College; M.S., George Washington State University; M.Div., Emmanuel School of Religion.

Lisa A. Runner, Adjunct Instructor of Education (1990), B.A., Milligan College; M.A., East Tennessee State University; Appalachian State University.

David H. Sensibaugh, Adjunct Instructor of Business Administration (1991), B.A. and M.B.A., Virginia Polytechnic Institute and State University.

Randall E. Sermons, Adjunct Instructor of Business Administration (1999), B.A., Rhodes College; J.D., The University of Memphis.

Allen Sharp, Adjunct Instructor of Political Science (1997), A.B., George Washington University; M.A., Butler University; J.D., Indiana University; Indiana State Teachers College; Ball State University.

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Cary L. Targett, Athletic Trainer and Adjunct Instructor of Human Performance and Exercise Science (1999), B.S.A.T., Ohio University; East Tennessee State University.

D. Anthony Wallingford, Men's Basketball Coach, Golf Coach, and Adjunct Instructor of Human Performance and Exercise Science (1987–1994, 1995), B.A., Washington and Jefferson College; M.A., The University of Akron; Milligan College.

Henry E. Webb, Adjunct Instructor of Bible (1950), B.A., Cincinnati Bible Seminary; B.Ph., Xavier University; B.D. and Ph.D., Southern Baptist Theological Seminary; Butler University; Union Theological Seminary; Oxford University.

Harold L. Whitmore, Adjunct Instructor of Education (1998), B.S., Shepherd College; M.S. and Ed.D., West Virginia University.

Lois A. Witney, Adjunct Instructor of Nursing (2000), B.S., Andrews University; M.S., University of Illinois at the Medical Center; Ed.D., Illinois State University.

FACULTY ASSOCIATES

Because Milligan College wishes to continue its relationships with those who have given unusual service as faculty or administrators, special status has been conferred on the following individuals who are no longer serving in a full-time capacity.

Patricia J. Bonner, Professor Emeritus of Human Performance and Exercise Science (1966)

Rowena Bowers, Associate Professor Emeritus of Health and Physical Education (1958)

Terry J. Dibble, Professor of English (1971)

Robert O. Fife, Professor-at-Large (1954)

Phyllis Dampier Fontaine, Registrar Emeritus (1963)

Charles W. Gee, Professor Emeritus of Biology and Education (1967)

William C. Gwaltney, Jr., Professor Emeritus of Bible (1964)

Robert B. Hall, Professor Emeritus of Sociology (1967)

Howard A. Hayes, Professor Emeritus of Bible (1967)

W. Dennis Helsabeck, Sr., Professor Emeritus of Counseling (1963)

Ann Iles, Associate Professor Emeritus of Humanities and English (1975)

Virginia Laws, Assistant Professor Emeritus of Secretarial Science (1974)

John W. Neth, Director Emeritus of the P.H. Welshimer Library (1953–59, 1962)

Loretta M. Nitschke, Assistant Professor Emeritus of Business Administration (1986)

Euel J. Ownby, Associate Professor Emeritus of Education (1961)

G. Richard Phillips, Professor Emeritus of Bible (1967)

Eugene P. Price, Professor Emeritus of Economics and Business (1949)

Donald R. Shaffer, Associate Professor Emeritus of German (1963–68, 1973)
Earl Stuckenbruck, Associate Professor Emeritus of Bible (1951–52, 1968)
Evelyn Thomas, Adjunct Professor Emeritus of Music (1976)
Duard B. Walker, Professor of Human Performance and Exercise Science (1951)
Henry E. Webb, Dean E. Walker Professor Emeritus of Church History (1950)
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Some groups or individuals have chosen to make a single major gift to the College that would endow a chair to honor a specific individual. Those who have participated in this program are as follows:

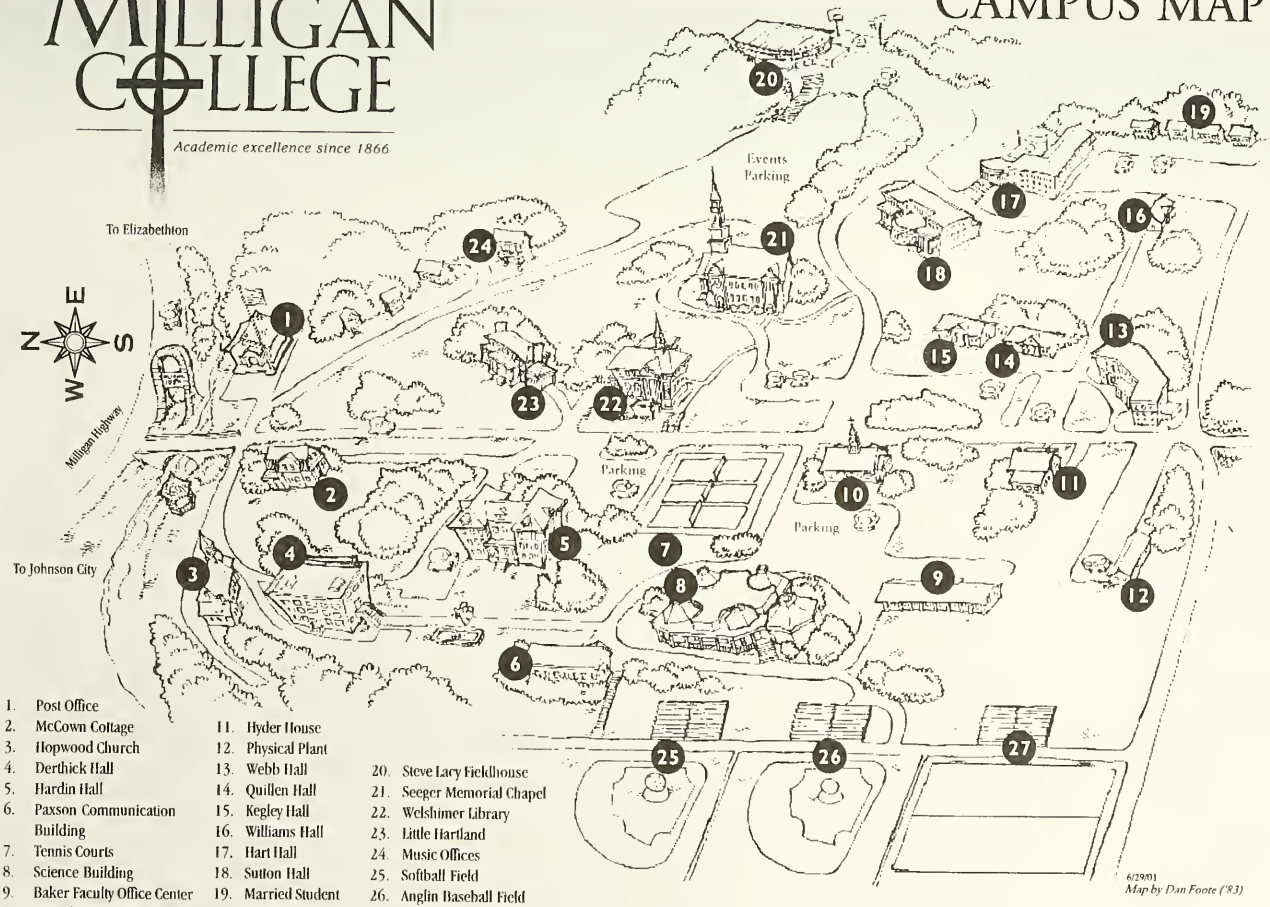
Mr. and Mrs. Joel Stephens—THE JOEL O. AND MABEL STEPHENS CHAIR OF BIBLE—Professor William C. Gwaltney, Jr.
Mrs. Jeanne Starkey—THE KENNETH E. STARKEY CHAIR OF BIBLE AND CHRISTIAN MINISTRIES— Professor R. David Roberts
Mrs. Vera Wilson Britton—THE VERA BRITTON CHAIR OF BIBLE—Professor J. Lee Magness
Mr. J. Henry Kegley—THE J. HENRY KEGLEY HONORARY CHAIR OF BUSINESS AND ECONOMICS—Associate Professor William Burl Greer

Churches or individuals desiring information concerning these programs may write to the President of the College.

MILLIGAN COLLEGE

Academic excellence since 1866

CAMPUS MAP



1. Post Office
2. McCown Cottage
3. Hopwood Church
4. Derthick Hall
5. Hardin Hall
6. Paxson Communication Building
7. Tennis Courts
8. Science Building
9. Baker Faculty Office Center
10. McMahan Student Center
11. Hyder House
12. Physical Plant
13. Webb Hall
14. Quillen Hall
15. Kegley Hall
16. Williams Hall
17. Hart Hall
18. Sutton Hall
19. Married Student Apartments
20. Steve Lacy Fieldhouse
21. Seeger Memorial Chapel
22. Welshimer Library
23. Little Hartland
24. Music Offices
25. Softball Field
26. Anglin Baseball Field
27. Soccer Complex

6/29/01
Map by Dan Foote ('83)

ACADEMIC CALENDAR

Summer Term, 2001

Registration ..... June 4
First Session Classes ..... June 4–July 3
Second Session Classes ..... July 5–August 3
Commencement ..... August 4

Fall Semester, 2001

Faculty Retreat ..... August 16
Residence Halls Open to New Students ..... August 18
Conference for Families of New Students ..... August 18
New Student Orientation ..... August 18–21
Residence Halls Open to Returning Students ..... August 19
Faculty Worship Service ..... 8:30 a.m., August 20
**Advising, Mentoring, and Registration ..... August 20–21
Classes Begin ..... August 22
Matriculation ..... 7:00 p.m., August 23
Fall Break ..... October 4–5
Thanksgiving Holidays ..... November 21, 22, 23
* ..... Classes resume at 4 p.m., November 26
Last Day of Classes ..... December 7
Final Examinations ..... December 10–13
Commencement ..... December 14

Spring Semester, 2002

January Term, 2002

Classes Begin; Classes End ..... January 7–12

Spring Term

Residence Halls Open to New Students and Returning Students ..... January 13
New Student Orientation ..... January 14
**Advising, Mentoring, and Registration ..... January 14–15
Classes Begin ..... January 16
Matriculation ..... 7:00 p.m., January 17
Spring Break ..... March 11–15
Easter Break ..... March 29, April 1
Awards Convocation ..... May 2
Last Day of Classes ..... May 3
Final Examinations ..... May 6–9
Baccalaureate and Commencement ..... May 12

May Term

Classes Begin; Classes End ..... May 13–31

Summer Term, 2002

Registration ..... June 3
First Session Classes ..... June 3–July 2
Second Session Classes ..... July 3–August 2
Commencement ..... August 3

*Classes meeting once a week on Monday and beginning no earlier than 4 p.m.
**All students must come to registration.

This *Catalogue* is published for the purpose of providing information about the College and its programs. Announcements contained herein are subject to change without notice and may not be regarded in the nature of binding obligations to the College. Milligan College reserves the right to change prices, curricula, policies, and practices as described in this *Catalogue* as circumstances, efficiency of operations, and fiscal contingencies may require.

Milligan College provides the opportunity for students to increase their knowledge by offering instruction in the various disciplines and programs through faculty who, in the opinion of Milligan College, are trained and qualified for teaching at the college level. However, the acquisition of knowledge by any student is contingent upon the student's desire to learn and the student's application of appropriate study techniques to any course or program. As a result, Milligan College does not warrant or represent that any student who completes a course or program of study will necessarily acquire any specific knowledge, or skills, or will be able to pass or complete any specific examination for any course, degree, or license.

In accordance with the Tennessee College and University Security Information Act of 1989, Milligan College has prepared a report containing campus security policies and procedures, data on campus crimes, and other related information. A free copy of this report may be obtained by any student, employee, or applicant for admission or employment from the Office of Student Development, Milligan College, Milligan College, TN 37682.

Milligan College does not discriminate on the basis of race, sex, national or ethnic origin, age, or handicap.

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